

The Catholic School Journal

A Monthly Magazine of Educational Topics and School Methods

Volume: Thirteen

September, 1913

Number Four

School Calendar

September 1913

1 M Giles, Adjutor, Verena, Terentian.
2 T Stephen, K. of Hungary, Nonnosus.
3 W Serapia, V. Mansuetus, B. Phœbe.
4 T Rose of Viterbo, Rosalie, Moses.
5 F Lawrence Justin, Bertin, Obdulia.
6 S Zachary, Pr. Onisephorus, Eugene.

36, Sunday, 17, Sunday after Pentecost.
G. The Greatest Commandment, Matth. 22.

7 S Regina, V. Clodoald, Pamphilus, B.
8 M Nativity B. V. M. Hadrian, Adele.
9 T Peter Cl. Gorgon, Seraphina, Omer.
10 W Nicholas of Tol. Theodard, Victor.
11 T Protus, Hyacinth, Patiens, Paphnut.
12 F Holy Name of Mary, Serapion.
13 S Eugenia, V. M. Amatus, Eulogius.

37, Sunday, 18, Sunday after Pentecost.
G. The Man Sick of the Palsy, Matth. 9.

14 S Exaltation of H. Cross, Nothburga.
15 M Nicomedes, Porphyry, Nicetas.
16 T Cornelius, Cyprian, Edith, Julia.
17 W Ember day, Stigmata St. Francis.
18 T Joseph of Cupertino, Sophia, Irene.
19 F Ember day, Januarius, Constance.
20 S Ember day, Eustace, Fausta.

38, Sunday, 19, Sunday after Pentecost.
G. The Wedding Garment, Matth. 22.

21 S Seven Dolors B. V. M. Matthew, Ap.
22 M Thomas of Vill Maurice, Jonas, M.
23 T Linus, Thecla, Xantippa, Patern.
24 W Maria Mercedes, Gerard, Conald.
25 T Cleophas, Finbarr, Ninian, Pacificus.
26 F Cyprian, M. Justina, V. M. Alban.
27 S Cosmas, Dam. Hildetrude, Terence.

39, Sunday, 20, Sunday after Pentecost.
G. The Ruler's Son, John 4.

28 S Wenceslaus, M. Eustochium, V.
29 M Michael, Archangel Fraternus, B.
30 T Jerome, D. Sophia, W. Victor, M.

" 'Tis the radiant rare September,

With the clusters ripe on the vine,
With scents that mingle in spicy tinge
On the hill slope's glimmering line.

And summer's a step behind us,

And autumn's a thought before,
And each sweet day that we meet on the way
Is an angel at the door."



Published the first of each month September to June inclusive. \$1.50 per year (\$1.— if paid in advance)

The Catholic School Journal Co., --- Publishers --- Milwaukee, Wis.



ESTABLISHED 1869

A HOLDEN BOOK COVER

WILL LAST A FULL
SCHOOL YEAR

It is Waterproof and Germproof
Impervious to Rain, Snow, Mud or Germs.

If the Parochial Schools will purchase these Adjustable Book Covers at our **SPECIAL PRICE**.

They can sell them to the Pupils at cost or more if desired—this will result in the Books being in a Sound, Durable, Clean, and Sanitary Condition at the end of the year, so that the parents can Re-sell them for **Twice as Much** at the **Second Hand Book Stores** as they **now receive!**

Hundreds of Parochials Using the Covers Annually

The Holden Self Binders Holden "T" Binders
Adhesive Tape Silk Finish Adhesive Material
Imported Transparent Paper

Will repair **any** damage occurring to the **inside** of the books and save from \$10.00 to \$15.00 a year in each room.

SAMPLES FREE

THE HOLDEN PATENT BOOK COVER CO.

SPRINGFIELD, MASSACHUSETTS

MILES C. HOLDEN, Pres't

Directory of Supplies and Equipment

The Catholic School Journal

An Illustrated Magazine of Education. Established April, 1901. Issued Monthly, excepting July and August.

[Entered as Second Class Mail Matter in the Post Office at Milwaukee, Wis., under Act of Congress of March 3, 1879.]

SUBSCRIPTIONS—All subscriptions, domestic and foreign, are payable in advance. In the United States and Possessions, \$1.00; Canada, \$1.25; Foreign, \$1.50.

REMITTANCES—Remit by express or postal orders, draft or currency to The Catholic School Journal Co., Milwaukee, Wis. Personal checks should add 10 cents for bank collection fee. Do not send stamps unless necessary. Renew in the name (individual, community or school) to which the magazine has been addressed.

DISCONTINUANCES—If it is desired to close an account it is important to forward balance due to date with request to discontinue. Do not depend upon postmaster to send notice. In the absence of any word to the contrary, we follow the wish of the great majority of our subscribers and continue The Journal at the expiration of the time paid for so that copies may not be lost nor files broken.

CHANGES OF ADDRESS—Subscribers should notify us promptly of change of address, giving both old and new addresses. Postmasters no longer forward magazines without extra prepayment.

CONTRIBUTIONS—As a medium of exchange for educational helps and suggestions The Journal welcomes all articles and reports, the contents of which might be of benefit to Catholic teachers generally.

THE CATHOLIC SCHOOL JOURNAL,
P. O. Box 818. MILWAUKEE, WIS.

USE

McClung's Mineral Ink Powders

Our new Jet Black No. 7, just ready, is prepared especially for schools which demand a first-class ink. Here it is, a beauty. Samples free to schools. Address

Mineral Tablet Ink Co., Pueblo, Colo.

THIS COUPON SAVES 33⅓ Per Cent

Unless CATHOLIC SCHOOLS are nurseries of CATHOLIC LITERATURE,

it cannot prosper. Standard Literary Selections, with its suggestive questions, explanatory and biographical notes, is one of the best helps to cultivate a taste for Catholic literature.

480 pages, medium 12mo, neatly bound.
A. FLANAGAN & CO., price of \$1.00.
228 Wabash Avenue, Chicago.

Communities adopting the book as a class book, or persons sending orders with this coupon, will be entitled to a discount of 33⅓ per cent on the list

WM. GAERTNER & CO.
5549 Lake Avenue, Chicago.
High Grade Physical and Astronomical Apparatus.

We have furnished our apparatus to the leading schools all over the world and it is always giving satisfaction.
Send for Catalogues.

Maps and Globes
W. & A. K. JOHNSTON'S
"The World's Standard of Geographical Accuracy"
Complete Catalogue upon request
A. J. NYSTROM & CO. CHICAGO
Sole U. S. Agents

Regulate
Light and
Ventilation

Johnson's Shade Adjusters

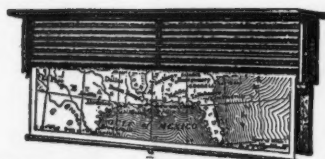
Control light perfectly. Are simple to operate
Easy to install. Hold the roller firmly at any height

Now Used in Many Fine Catholic Institutions

A full size sample to Schools and Hospitals

R. R. JOHNSON, Mfrg. 7208 Vincennes Ave.
CHICAGO, ILL.

COMPLETE SET 8 MAPS ONLY \$9.50



New National Series. Each Map on spring roller all complete in Oak Cabinet Case with lock and key. These maps are accurate and up to date in every particular. They are handsomely lithographed in colors, showing all boundary lines distinctly. Conceded the best set of School Maps on the market and are worth regularly \$15.00. We now make this special offer direct to schools of only \$9.50

IF YOU haven't our wholesale catalogue send for it. It gives wholesale rates on all School Supplies.

Beckley-Cardy Mfg. Co. 312 West Randolph Street
CHICAGO

Why is the Palmer Method of Business Writing taught in more than three-fourths of the Catholic Schools of America?

The answer is in the writing of Palmer Method pupils.
We give Free Normal Courses in writing to teachers of the Palmer Method.
Palmer Method Practice Paper, Pens and Penholders are unexcelled. Prices are low.

THE A. N. PALMER COMPANY,
32 South Wabash Ave., Chicago, Ill. Palmer Building, Cedar Rapids, Ia.
30 Irving Place, New York City. 100 Boylston St., Boston, Mass.

THE NEW PRACTICAL REFERENCE LIBRARY and HOME AND SCHOOL EDUCATOR

Latest Revised Edition

Complete in six uniform volumes. In large, clear, pleasing type. Thousands beautiful illustrations. Simple in language; attractive in style. In harmony with modern methods of teaching and school requirements. Specially designed to meet the every-day needs of teacher and pupil. The very thing for you and your school.

For sample pages and fuller description write to

THE HANSON-BELLOWS CO.
104 So. Michigan Ave. CHICAGO

STANDARD



THE BEST DESKS

There is a world of difference between School Desks and **Haney School Desks**. Why don't you give us an opportunity to tell you the difference in construction?

Here is what we will do. We will advise you, co-operate with you and aid you all we can. And then we will tell you something about our particular Furniture and make you some prices which, we believe, will open your eyes.

We have concentrated on this Business a third of a century. We think we know what to put in and what to leave out of Pupils' Desks, Church and Assembly Seating, Bookcases, Tables, Recitation Seats, artificial Blackboard and general School equipment.

We say to you we can save you money on anything you wish to purchase in this line. Let us prove it.

Haney School Furniture Co.
Grand Rapids, Mich.

Directory of Supplies and Equipment

Russell Sewage Disposal Co.

607 Marquette Bldg.,
Office Phones, Chicago, Illinois
Randolph 3234

We manufacture a Sewage Disposal System to dispose of the sewage from public buildings, school buildings and residences.

We manufacture a Sewage Disposal System for disposing of the sewage, doing away with the outside privy vault. No closets in the house and no water works. Forschools or residences. Cost no more than a privy vault and is always sanitary.

JOSEPH GILLOTT'S STEEL PENS.

The Standard Pens of the World.

Gold Medals, Paris, 1878 and 1889.
Highest Award at Chicago, 1893.



Selected Numbers:

303, 404, 604 E. F., 601 E. F., 332,
1044, and Stub points 1008, 1043.

For Vertical Writing, 1045, 1046, and 1047.

ASK YOUR DEALER FOR THEM.

JOSEPH GILLOTT & SONS, New York.



ENTERTAINMENTS

Of every description. Our list embraces all that is NEW and NOVEL, UNIQUE and UNUSUAL. Besides Standard Recitations, Dialogs, Plays, etc.

SEND FOR FREE CATALOG.

MARCH BROTHERS, Publishers,
208, 210, 212 Wright Ave., Lebanon, Ohio.

Wright's Civil Government of the United States and

Wright's Constitution of Wisconsin

COMBINED IN ONE BOOK.

Is the best work on civil government for Wisconsin schools and is generally used in them.

Remember that the Constitution of the United States and the Constitution of Wisconsin are required by law to be taught in all public schools in the state. This law is not complied with by a book on civil government which does not explain the Constitution of both the State and the United States fully. Wright's book does this.

Send for complete list of School Books, with prices, published by the

Midland Publishing Co.,

21 East Wilson St., Madison, Wis.

LITTLE PEOPLE EVERYWHERE

A New Series of Geographical Readers

A mine of information in story form.
A series that enriches the dry text-book work and makes the geography hour a delight.

By Etta Blaisdell McDonald, author of the "Child Life Readers," and Julia Dalrymple. Illustrated with colored plates and full-page pictures. Each volume 60 cents; to teachers or schools, 45 cents, postpaid. The following volumes are ready:

Kathleen in Ireland

Betty in Canada

Manuel in Mexico

Gerda in Sweden

Marta in Holland

Donald in Scotland (1912)

Urne' San in Japan

Fritz in Germany

Rafael in Italy

Boris in Russia

Hassan in Egypt

Josefa in Spain (1912)

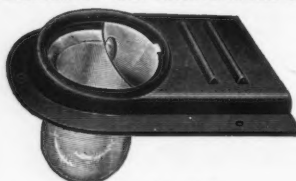


LITTLE, BROWN & COMPANY

34 Beacon St., BOSTON

623 So. Wabash Ave., CHICAGO

Extracts from letters from a few of our many Satisfied customers:



Pat. Dec. 12-05

Pat. Jan. 19-06

"In the matter of ECONOMY they have no SUPERIOR."

"More SATISFACTORY than any we have ever purchased."

"Will fit any desk opening is a big advantage."

"Well pleased. Enclosed find additional order for 1,000."

"By far the BEST on the market."

"Prevents ink from evaporating and is easy to clean."

U. S. INK WELL CO., Inc.

Des Moines, Ia.

MANUFACTURERS

Evansville, Ind.



THE NEW VIRGIL PRACTICE CLAVIER

The only Reliable Instrument for Teaching and Practice. Far superior in its new construction to anything of the kind which has appeared before. Invaluable for schools. Saves space, economizes labor, eliminates the noise of practice, and if properly cared for lasts a lifetime. Send for catalogue.

VIRGIL SCHOOL OF MUSIC

New term about to open.

Write for prospectus and information.

A. K. VIRGIL, 1205 Cameron Building
Cor. Madison Ave. and 34th St., New York.

SANITARY
STEEL
SCHOOL
FURNITURE

SANITARY
STEEL
SCHOOL
FURNITURE



Adjustable
Individual
Comfortable
Indestructible

Write for
Catalogue.



Sanitary Steel
Teacher's Desk
at lower cost
than all wood.



SANITARY STEEL
ADJUSTABLE
RECTIFICATION BENCHES
for less than the old style.



You cannot break
it. It will hold any
weight.

COLUMBIA
SCHOOL
SUPPLY
COMPANY
INDIANAPOLIS

Directory of Supplies and Equipment

A Clear Black Hand-Shaved Slate Blackboard

is the only Sanitary and Satisfactory
Blackboard for the Schoolroom
THEY OUT - LAST THE BUILDING

Let us give you some Blackboard facts

THE EXCELSIOR SLATE CO.

Drawer H

PEN ARGYL, PENN.

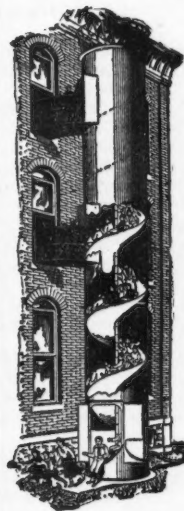


DRAPER'S "SANITARY" ROLLER WINDOW SHADE.

Not an adjuster, but a complete adjustable shade. Made from COTTON DUCK, has no "filling," will not check or crack. This shade may be rolled up from the bottom at the same time that it is lowered from the top. We have eliminated the slow and uncertain process of looping, folding or hooking. This shade will expose all the window without dropping below the window sill. Our rollers are unique, in that they will not run away, because they are provided with a positive stop or locking device that automatically catches the roller by means of a GRAVITY hook the moment the operator releases his hold upon the bottom pull. The shade hangs from an automatic pulley that can be quickly attached to the window cap by the insertion of two screws which complete its hanging.

LUTHER O. DRAPER SHADE CO., SPICELAND, IND.

DOW'S SPIRAL SLIDE FIRE ESCAPE



Absolutely safe.

Pleases
everybody.

Many hundreds
in use from
Boston to San
Francisco.

Step escapes are
antiquated
and
dangerous.

More people are
killed and
crippled annu-
ally on step
escapes than
are burned in
the buildings.

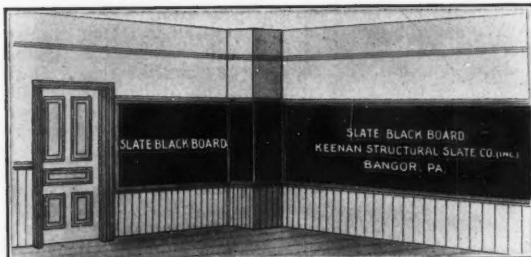
Covered with
8 Patents

Dow Wire & Iron Works

Louisville,

Kentucky

SANITARY SLATE FIXTURES

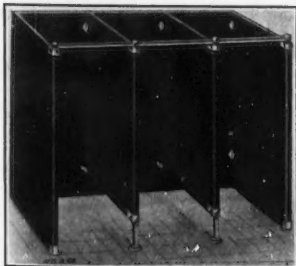


The only Sanitary Blackboard on the
market. Nature's production unequalled
by any product of man.

Write for Booklet

"NATURAL SLATE BLACKBOARDS"

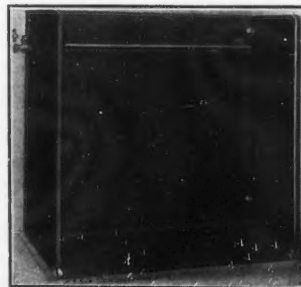
"THE *Keenan* KIND"



Genuine Bangor Certificate Slate for
Toilet Room fixtures furnished complete
with necessary brass required to erect.

Write for Catalog "B"

Keenan Structural Slate Co.,
Main & Washington Sts., Bangor, Pa.





1913 CATHOLIC EDUCATIONAL CONVENTION.

New Orleans Meeting Proves Most Successful—Many Timely Papers and Live Discussions—Seven Bishops Attend.

One of the most successful conventions in the history of the Catholic Educational Association was the one held at New Orleans this summer. This was the consensus of opinion of all who made the journey to the quaint old Crescent City to take part in the annual deliberations of the Catholic educators. In point of numbers the convention was not so large as other years, but in the importance of the papers presented, and in the wide interest of the problems discussed, the meeting was eminently successful and promises to be fruitful in results. All the delegates from the north were agreeably surprised with the balmy weather which they experienced throughout their stay in New Orleans.

The meeting was held under the direct patronage of Archbishop Blenk, with six of his suffragan Bishops present. The meeting took place in the new Loyola University, which by courtesy of the Jesuit Fathers was given over to the use of the educators.

At the opening Mass Archbishop Blenk sounded the keynote of the convention when he asked and answered the question, "What right has the Church to teach?" Rt. Rev. Bishop Edward Allen of Mobile pontificated at the Mass, which was celebrated in the Mater Dolorosa church. Bishops and monsignori, in purple vestments, were in the sanctuary, and with them were other distinguished clergymen of the nation. The main body of the church was filled with still other priests, teaching Brothers and Sisters.

The program announced in the last issue of "The Journal" was carried through with much interest and profit, brief reviews of some of the papers being presented elsewhere in this number of "The Journal."

Luncheon Served for 800 Sisters.

One of the pleasant features of the convention was the luncheon served to about 800 visiting Sisters from all over the United States by attentive committees of Catholic women belonging to the different Catholic organizations of New Orleans. By a happy arrangement each order of Sisters was served at a special table, and their hosts were the graduates of their own institution in charge of their respective orders. Each table was hung in the colors of the association which had it in charge, and one vied with the other in having the floral decorations and service as perfect as possible.

The association concluded its sessions by some telling resolutions. One of these was a strong protest against any encroachment on the rights of parents in the education of their children or liberty of education. A vigorous protest was also launched against the imparting of sexual knowledge to children, as at present carried on in many private and public schools of the country. A request was made to the American Medical Association to instruct its medical council, in view of the spirit of antagonism shown by the Carnegie Foundation to hospitals under religious control (and there are 500 run by Catholics in the United States), to discontinue the services of the Carnegie Foundation.

The college department, one of the important branches of the association, favored a six-year course in elementary work, so that pupils may be able to enter the high school course after or about the age of 12, or after six years of such elementary work.

Heartily favoring the highest standard of college education and approving every attempt to improve colleges, the college department deprecated the action of the federal bureau in its attempt to classify the colleges of the country in groups of A, B and C, and stated that in doing so the bureau had exceeded its power.

The Parish School Resolutions.

We present the parish school department resolutions

in full as follows. "We rejoice in the advancement of our educational institutions, and in the testimonies of the confidence of our Catholic people in their worth. We pledge ourselves to more earnest efforts to be faithful to the obligations of our calling, and to inspire our children with devotion and love for the highest ideals of religion and patriotism.

"The Christian child receives his first education in the religious atmosphere of a Christian home. He has a natural and indefeasible right to a Christian education and he suffers an injustice if he is committed to schools where that early religious influence is neutralized or antagonized.

"We hold that the life and well-being of our republic depends on resisting the influence of centralizing and devitalizing methods that have throttled enterprise in industry and has created our trusts, and that in the name of efficiency are now applied to education and are in danger of stunting initiative and private endeavor.

"Whereas modesty is the most becoming adornment of woman, we urge pastors and teachers to guard and warn children against vanity in dress, against the excessive love of pleasure, against the evils of the picture show, and against the influence of corrupt newspapers.

"We respectfully urge pastors, who under the bishops are teachers of the people, to frequently impress on parents the great importance of home training, and the necessity of qualifying themselves by good lives and the frequentation of the sacraments for the performance of this most excellent duty.

"We again return thanks to the Holy Father, our great teacher, for his solicitude for the little children in admitting them at their early age to holy communion, and as Catholic teachers we bear testimony to the excellent fruits of this practice of early and frequent communion.

"We urge parents, teachers and pastors to watch over children that the purposes of divine providence may be discovered in their regards and that the children may be aided in selecting their life work in conformity with their inclinations, aptitudes and opportunities.

"We urge pastors to do all they can to watch over and foster the dispositions of those who manifest an inclination for religious life, to the end that the needs of the children in this great work of education may be adequately supplied. Let children be taught that the way to be found worthy of the call of grace is through the practice of self-denial and self-control.

"We urge our teachers to avoid the current secular literature of the day, which lacking the basis of sound philosophy, cannot but produce partial and imperfect results. The Catholic Church is the great mother of education and contains in her traditions and experience the greatest treasure of educational theory and practice.

"Whereas, 5,000 and more Catholic deaf and mute children, deprived of opportunity for receiving religious education instruction, are losing their faith under non-Catholic influence; be it again

"Resolved, that educational advantages similar to those accorded to normal children in the parochial schools be given to them."

Officers Re-elected.

The report of the nominating committee was brought in by Father J. F. Smith of New York, and named for re-election His Eminence, James Cardinal Gibbons, for honorary president; Msgr. T. J. Shahan of Washington, D. C., was named for president-general. The vice-presidents were the same, but were shifted in rank, Father Walter Stehle, O. S. B., of Beatty, Pa., being named as first vice-president; Father J. A. Burns, C. S. C., of Washington, D. C., second, and Msgr. J. A. Connolly, V. G., of St. Louis, third. Rev. Francis T. Moran, D. D., of Cleveland, was re-elected treasurer-general. The term of Rev. F. W. Howard, LL. D., the secretary-general, is three years and is unexpired.

The place of meeting for 1914 will be announced later.

BENZIGER'S ARITHMETICS

THREE BOOK SERIES

Edited by JOSEPH WADE, A.M., Ph.D. With Answers at end of each Book.

	List Price	Net Price, if ordered direct from one of our three houses
Primary Arithmetic.....	\$0.25	\$0.21
Intermediate Arithmetic.....	0.35	0.30
Advanced Arithmetic.....	0.55	0.46
Complete Key for Teachers.....	0.60	0.50

"I have carefully examined the new series of arithmetics and can truly say they have surpassed my most sanguine expectations. The series has my hearty recommendation for use in our schools."—REV. L. A. BROWN, *Superintendent of Schools*, Archdiocese of Baltimore

"This series is a most timely and valuable contribution to the subject of elementary mathematics. The teacher who follows with his class these books, page by page, will find there all that is needed to teach the subject thoroughly and successfully."—HENRY E. JENKINS, *District Superintendent of Schools*, New York City.

"The predominant excellence of the books are their practicability, the simplicity and completeness of the explanations, and the sufficiency of the exercises and problems which are given in application of every new process taught."—WILLIAM J. O'SHEA, *District Superintendent of Schools*, New York City.

GRADED SERIES

Complete in Six Books. With Answers at end of each Book.

	List Price	Net Price, if ordered direct from one of our three houses
Third Grade.....	\$0.20	\$0.16 $\frac{2}{3}$
Fourth ".....	0.20	0.16 $\frac{2}{3}$
Fifth ".....	0.24	0.20
Sixth ".....	0.24	0.20
Seventh ".....	0.28	0.23 $\frac{1}{2}$
Eighth ".....	0.28	0.23 $\frac{1}{2}$
Complete Key for Teachers.....	0.60	0.50

"I can say that I was impressed by the eminent practicability of these books as compared with many others now in use in our schools."—REV. GEORGE H. GAGNON, *Member of School Board*, Diocese of Springfield.

"The best recommendation I can give your new Arithmetics is the fact that we have adopted them in our school. Their set-up seems to have eliminated much of the dryness found in most books of this branch."—REV. ALONZO J. OLDS, *School Examiner*, Archdiocese of Baltimore.

"I consider it an excellent work."—REV. THOMAS F. MCGARE, *Member of School Board*, Archdiocese of New York.

BENZIGER BROTHERS

Publishers of Benziger's Magazine.

NEW YORK:
36-38 Barclay Street

CINCINNATI:
343 Main Street

CHICAGO:
214-216 W. Monroe Street

WOLFF QUALITY

PLUMBING GOODS
exclusively are used
in this school. The
closets are strongly
built, and in construction
so distinctive that
they defy the every
prank of the wiley
school boy.

Send for illustrations
of school closets.



CARBON CO. HIGH SCHOOL, UTAH

FRANK W. MOORE, Architect, Salt Lake City, Utah

Established 1855

L. Wolff Manufacturing Co.



Branches
Denver, Colo.
Trenton, N. J.
Omaha, Neb.
Minneapolis, Minn.
Dallas, Texas
Rochester, N. Y.

PLUMBING GOODS EXCLUSIVELY

The One Line That's Complete—Completely
Made by One

GENERAL OFFICES: CHICAGO
601-627 W. Lake St.

SHOWROOMS:
111 N. Dearborn St.

Branch Offices
St. Louis, Mo.
Washington, D. C.
Cleveland, Ohio
Cincinnati, Ohio
Kansas City, Mo.
San Francisco, Cal.

OUR GOOD TEACHERS

A Text-Book is a Teacher; A Good Text-Book is a Good Teacher

LOOK AT THE LIST!

Campbell's Modern Business Punctuation with Exercises for Punctuation
Curtis' Modern Business Arithmetic
Donnan's Our Governments
Erskine's Modern Business Correspondence
Fritch's Quick Figuring
Gilbert's Modern Business Bookkeeping
Kimball's Business Speller
Kimball's Business English
Nelson's Commercial Arithmetic
Spelling and Correspondence
Superior Spelling Blank, No. 1
Spencer's Elements of Commercial Law
Spencer's Manual of Commercial Law
Spencer's Modern Business Law
Taylor's Natural Method of Shorthand
Van Benthuyssen's Sentence Method of Touch Typewriting

Copies of any of these books will be submitted for examination without charge to teachers who may wish to examine them with a view to their use as text-books. Wholesale prices on application

For Best Service Always Order from the Nearest Depository

NEW YORK
The Bobbs-Merrill Company, 34 Union Square

SAN FRANCISCO
Cunningham, Curtiss & Welch, 565-571 Market Street

CHANGE TO THE BEST

Quality—Quality, our first aim; then Price. Result: BEST and CHEAPEST.

Low Prices—Compare our price list with any others on the market.

Delivery Charges—We do not prepay charges. To do this, it would be necessary to make a flat price large enough to include delivery charges to the most distant point in the country. We prefer to give the schools near at hand the advantage of their nearness.

Depositories—Then, to equalize matters for the distant schools, we have established our depositories.

Our Slogan—"GOOD TEACHERS for Good Schools."

THE BOBBS-MERRILL COMPANY, Publishers, Indianapolis, USA



Start the Year in the Right Way by Selecting the Right Textbooks



EVERY one of the books listed below has stood the test of the classroom, and every one of them is recognized as the best in its respective field.

The Wentworth-Smith Arithmetics please both teacher and pupil. Their unparalleled success is due to a rare combination of mathematical scholarship, experience in the making of textbooks, and knowledge of the needs of the schools. The series comprises *New Elementary Arithmetic*, *Complete Arithmetic*, Book I and Book II or both in a single volume; *Oral Arithmetic*; and

Work and Play with Numbers. This number primer for the first two years of school is as attractive as a picture book and as pedagogically sound as the most advanced of the Wentworth-Smith Arithmetics. Illustrations in color and nursery rhymes are made the basis of much of the teaching.

Hanson's Two Years' Course in English Composition contains more material for exercises and composition work than any other manual of similar scope. The pupil learns to write by being given the practice that he needs.

Frye's Leading Facts of Geography is the latest and most successful work of the most successful writer of school geographies that ever lived. It may be obtained in either a one-book or a two-book course.

Lawler's American Histories present the leading facts of American History in a clear, simple, and comprehensive manner. Teachers give enthusiastic endorsement to both the *Primary History* and the *Essentials of American History*.



Ginn and Company

BOSTON
ATLANTA

NEW YORK
DALLAS

CHICAGO
COLUMBUS

LONDON
SAN FRANCISCO



Catholic School Journal

A MONTHLY MAGAZINE OF EDUCATIONAL TOPICS AND SCHOOL METHODS

WITH WHICH IS COMBINED THE CATHOLIC EDUCATIONAL REVIEW AND THE TEACHER AND ORGANIST

VOL: THIRTEEN; Number Four

MILWAUKEE, SEPTEMBER, 1913

PRICE: \$1.50 PER YEAR, OR
\$1.—IF PAID IN ADVANCE.

To all our friends we wish a new school year—holy, happy, fruitful.

Yesterdays exist that we may draw experience from them; tomorrows exist that we may prepare for them; to-days exist as the one living link between what we have been and what we mean to be.

You made a good retreat, of course; but the fact is going to be tested—and let us hope demonstrated—in the course of the year, in school and out.

"The Imitation" tells us that if we root out one defeat every year we shall soon become perfect. The application to class work ought to be interesting and significant.

"Superiors," said a good Dominican Father recently, "are popularity supposed to have their hundred-fold of good things in this world; but as a matter of fact they spend most of their time circumventing cranks." Most of us who are not superiors spend a fair portion of our time in the same delightful way.

Perhaps the greatest joy of teaching is the opportunity afforded us of watching minds and souls developing more and more into what God and nature want them to be. We are cheating ourselves if we do not avail ourselves of this great and glorious pleasure.

All those retreat resolutions are doubtless excellent things; but let us keep some of them for the long winter months and concentrate definitely—and definitely—on a few of them at a time.

In an educational utopia every pupil is present on the first school day with new books and attitude of eager and respectful expectancy. But an educational utopia is the only place where so ideal a condition exists. Therefore, let us smile sweetly and make the best of things.

That new boy who comes from another school doesn't know as much arithmetic as he should know for your class need not necessarily be sent back to the principal with a note of frenzied expostulation. He may be able to teach the rest of your class history and take first prize in English. Things are ever thus in life.

No time is better than the beginning of the term for the reviewing of the prayers and for rapid-fire questions on the principal mysteries of religion. The vacation time has made even the best youthful memories a little rusty.

If there are to be any premiums awarded at the end of the coming term, now is the time to talk about them. Prizes lose most of their efficacy when the children hear about them only a few weeks before school closes.

Wise is the teacher who says little and observes much during the first few days. Fadists to the contrary, it is a good thing to be something of a mystery to a new class until everybody gets his bearings.

The first day of school is of all days the day of the unexpected. Let us then expect the unexpected and prepare for it.

The Catholic Viewpoint—To the man who doesn't

Current Educational Notes

By "Leslie Stanton" (A Religious Teacher)

know any better—and there are many of him—the Catholic school means an institution in which geography, history and mathematics are taught pretty much as they are taught in the public school but where a few prayers and a little doctrinal instruction are

added to the standard schedule of studies. This view is often taken by persons who indubitably should have a better understanding of what the Catholic school really is.

Were the Catholic school merely the public school plus religious instruction, the Catholic school might just as well not exist; for the Sunday school is possible of efficient development with half the effort exerted in behalf of the parochial school and could make itself a vital factor in the community. Assuredly, when our Catholic people voluntarily and cheerfully pledge themselves to the erection, equipment and maintenance of school buildings other than public schools, they do not mean that the only appreciable difference between the two types of institution is that religion is to be taught for half an hour daily in one and not taught at all in the other. That would be an inadequate return for the sacrifice.

The Catholic school exists as a vigorous and constructive protest against the elimination of definite spiritual development from the curriculum of the public school. It is the spirit that giveth life, and the spirit of the public school—say its defenders what they will—is not the Christian spirit. So the Catholic school aims at making itself a concrete embodiment of the Christian viewpoint, a logical outcome of Christian belief and Christian practice. And, that its work may be specific and fruitful, the Christianity it espouses is not the formless, denatured, spineless common-denominator Christianity that is illogical and untraditional and unprogressive, but the Christianity that comes pure and sweet and vivifying from Apostolic times through nearly twenty centuries of strife and achievement and reproaches and triumphs. As the Catholic Church is the Church of Christ, so is the Catholic school the school of Christ.

Now, while these things we have all heard before, it is well for us to weigh them carefully at the beginning of the school year and consider to what degree we are aiding in developing the true Christian spirit in our schools. The Master's work is not done by those teachers who are in practice pagan teachers for all save half an hour each day; neither is it done—and let the narrowly devout meditate on this—by those teachers who inculcate exclusively sentimental pietism which makes little children unhealthy fanatics and absolutely unfits them for doing the work of men and women in the world. The harvest would rot ungarnered were all the workers such as these.

But the Master's work is done by teachers who, physically efficient and mentally balanced and emotionally disciplined, know much of the things of God and much also of the things of men; teachers who realize that direction is more than suppression and that many words make not for holiness and justice; teachers who are possessed of foresight and remember that the only piety that is worthy of the human soul end and of the Maker of the human soul is the piety that can stand the test of life's conflict; teachers who admit the fact of original sin but who admit other facts as well; teachers who know that the child must develop according to the laws of his being in the sunlight of God's eternal love; teachers, in a word, who do their whole duty—preparing the pupil for this life and for the next.

Those "Practical" Persons Again—Words of wisdom, albeit unacademic, come from the sanctum of a Mississippi daily paper concerning the vocational training phase of modern education. We all have heard so very much about the school as a social center and the school as a furniture factory and the school as a kitchen and the school as a dressmaking establishment, that the Southern editor's blast of the bugle of common sense is a welcome sound indeed. And if, hereafter, the extremists are known as "Hog and hominy teachers" the fault will be largely their own. The Hattiesburg *News* sayeth thus:

"A good deal has been written and said against Latin and Greek in the public schools and in favor of corn and tomatoes. We have not the slightest objection to corn and tomatoes as side lines, but in school days the boy or girl whose attention is not given to books is cheated. Hog and hominy is poor diet to feed the mind on. Those who value education purely for the money there is in it or the money that may be gotten out of it, do not know how to value its true value at all. Education, 'book education,' broadens the mind, gives culture to the man, wakens ambition, inspires to higher ideals, and prepares the man for companionship with books and authors. Agriculture has been an honorable calling through all the ages, and the greatest men Mississippi has produced have come from the farm; but they were not great because they came from the farm; but because they educated their minds and learned from books things they could not learn on the farm. There is no more inviting field of endeavor than may be found on the farm. There is no living so sure, no life so independent as the farm life. But the boy on the farm who is denied the advantages of that higher and broader education which comes from books is badly cheated, though he may become the biggest hog and hominy grower in Mississippi."

Before leaving the vigorous Mississippi editorial presence we cannot refrain from wishing that more gentlemen having things to say on educational subjects would adopt something of the directness and vivacity inhering in the style of the esteemed Hattiesburg scribe. Many of our educationalists, as some of them like to be called, suffer from a paralysis of learning, knowing so much, we must charitably suppose, that they are necessarily incoherent. If to be academic is to be tortuous and obscure, then from the academic spirit deliver us! A Dr. Stanley Hall writes a score or so of books on the psychology of pedagogy and what not, and a friend and disciple has to boil them down and straighten them out in order to make the good Doctor intelligible, and even then the book—which is the gist of many books—will be read with appreciation only by the enthusiastic and technically equipped teacher and with remarkably subdued appreciation even by him; whereas this Mississippi editor, untrammelled of the 'ologies but versed in the art of making things understood, sets down his views in a way that the college president, despite his supercilious sniffing, must find illuminating and that the man in the street—he has children going to school and deserves to be considered—doesn't have to wrinkle his forehead over. Emerson, it is true, said, "To be great is to be misunderstood;" but he didn't say, "To be un-understandable is to be great."

What is Discipline?—Perhaps it is rather early in the season to ask questions and expect replies to them, but reception of our great book symposium last year was so kindly and sympathetic that our boldness may be overlooked. Therefore, we respectfully ask as many of our readers as feel an interest in the subject to send us a short answer to the question, "What is discipline?" Certainly the result will be variety and light. As regards length, let the maximum be fifty words and the shorter the answers are, all else considered; the more helpful they are likely to be. Half a dozen monosyllables set down on a post card may prove a source of inspiration and guidance to scores of teachers and give a fresh viewpoint to scores of others. The question, for all its apparent simplicity, may provoke much profitable community discussion, and we hope to reap the benefits thereof. The answers, to be considered, should reach the office of the Journal not later than the end of October. Happy, because akin to genius, is the facility of the teacher who can embody the experience of a lifetime in one short, crisp, inspiring sentence stating just what is discipline.

The Gospel of Cheer—The expression may appear a bit suspicious, but it all depends on the point of view. We know that life has much of pain and sorrow in it, we know that hell exists, we know that the odor of sin arises pestilential and unceasing from an erring world; but—Little Pippa's song of cheer has justification in facts and the joyousness of the saints—for they were far more joyous than most of their grim biographers lead us to believe—had a basis as solid and enduring as the universe.

It is well for teachers to think of these things. It is well for teachers to convince themselves of the importance of serene and stimulating joyousness. It is well for teachers to meditate much on the evil of a gloomy outlook on life. It must have been—or at least it should have been—with teachers in mind that Robert Louis Stevenson, a man who suffered much and smiled through it all, penned these words: "Gentleness and cheerfulness, these come before all morality; they are the perfect duties. If your morals make you dreary, depend upon it they are wrong. I do not say 'give them up' for they may be all you have; but conceal them like a vice, lest they should spoil the lives of better and simpler people."

We are told by one of Shelley's biographers that when the poet was at Bologna he looked long and earnestly at a painting by Guercino representing—more properly, misrepresenting—the great founder of the Carthusian order. The saint is shown against a bleak desert background exercising himself in a severe austerities, not in the spirit of holy emulation which edifies and attracts, but in the spirit of the Indian fakir or the Bhuddist fanatic. Shelley who, it will be remembered, was bitter against all forms of religion and tried to convince himself that he was an atheist, wrote to his friend, Peacock: "Why write books against religion when we may hang up such pictures?"

The Unconscious Model—That is what the teacher is to his pupils; he may be unconscious of it, and the pupils certainly are, but for better or for worse their model he is and often for many years after their school life is over their model he remains. For five hours a days he is before them—not static and statuesque as the conventional studio model is presumed to be—but even in action, ever exposed to annoyance, ever revealing his true self no matter how hard he may strive to assume a virtue he hath not.

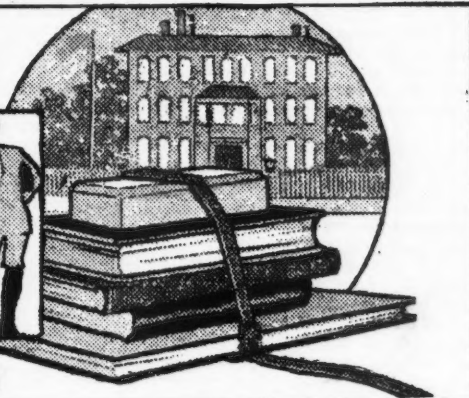
In one of the meditations which St. John Baptist de la Salle wrote for the members of the teaching institute he founded are these profoundly significant lines: "Does the wisdom that your pupils remark in you make such an impression on them that it alone is capable of making them wise. It is this good effect that your quality of being their teacher should produce in your pupils."

Recently, in the streets of a great city, a moving-picture concern took rapid-fire photographs of the crowded sidewalks. It was amusing to observe how the passing of the wagon containing the operators affected the pedestrians. Hats were set at rakish angles, features broke out into frozen smiles, necks stretched that the heads thereto appended might get into the picture, parasols were lowered to show simpering faces and slouching, shuffling walkers strode forth with heads erect and shoulders thrown back. The crowd knew that it was to go on record.

Well, at every moment of the school day, we are going on record. The unconscious model, the teacher, is ever subject to a more exacting moving picture machine than swept those sunlit streets. No sensitized film can rival the thoroughness with which the pairs of eyes in the classroom record each gesture, each bit of facial play, each tone of voice, each revelation of the soul within. It is our real selves our pupils see; and it behoves us to make our real selves eminently worth the seeing. "Be ye followers of me," said a great teacher, "as I also am of Christ."

If any of the papers read at your convent or diocesan institute this summer seemed to you to be such as ought to be spread before Catholic teachers generally, for the good of the cause, make it a point to send copy of same to *The Journal*. One of the chief purposes of this magazine is to afford a medium of exchange of helpful ideas between religious teachers whose general motive and desire must necessarily be to do all possible for the advancement of Catholic educational interests everywhere.

School Opening



HINTS AND SUGGESTIONS

AFTER VACATION.

My books lie strapped on the table there,
Tom Smith is waiting beside the gate,
And mother must give one final brush—
Make haste, dear mother, or I'll be late.

I've filled the long vacation up
With romps and rambles and rioting fun;
Too short, alas, was each golden hour,
For play time's ended and work's begun.

I've trod the meadows and roamed the woods,
I've thrown my line in many a pool,
And many a lesson I have learned—
There's other knowledge than that of school.

I've watched the toil of the wee brown ant,
The loving care of the mother bird,
My heart is filled with the forest praise,
No whisper even but I have heard.

I lay my cheek to the warm brown earth,
And feel the care that she hath for me,
The blush of flower, the gold of grain,
The life of the green rejoicing tree.

But now I will fold it all away,
Drop hazel wand for the scholar's pen;
I turn from the wonderful pictured page,
From Nature's book to the book of men.

—Kate L. Brown.

THE NEW SCHOOL YEAR.

By E. M. P.—

To every teacher September means new experiences. Educational thought is ever new and this year it means more than it has ever meant before, for knowledge is broader and demands are greater.

In order to meet the increasing demands, the teacher may well ask, "Have I mental and physical strength for this year's work? Have I a ready tact, sound judgment, do I love this work and these children, am I deeply interested to make each pupil's life better, purer and happier, am I patient, enthusiastic, sympathetic and ambitious?" How the questions succeed each other when once we yield to a self-examination?

Is so much required that it seems unachievable? No, not if one thing be met and conquered at a time. Do not think of the year's work, and the army of children who must be instructed, but think of the work of the present and your forty children.

The most severe test will be the first few days. The new teacher will "count time by heart throbs," for there is no time to her so precarious, so anxious, so soul wasting as the first few hours before the little, strange faces. She must not show a trace of embarrassment, nervousness or confusion. One new teacher prepared for herself ten rules:

1. Be early.
2. See that the room is in perfect order: Crayons, rulers, pencils, paper and books properly arranged.
3. Write the program upon the blackboard, also draw

the monthly calendar. Decorate it with a simple spray of woodbine and golden rod in reds and yellows. Write a religious and inspiring motto or verse on the blackboard.

4. Sing one or two songs.

5. Talk about the motto upon the board, have a few choice memory gems recited and devote a few moments to current events. What events of importance have occurred this summer? Of what are the people talking? Discuss these subjects briefly. Speak of the summer vacation, ask where the pupils have been, what they have seen.

All this may seem quite useless, but does it not tend to remove a feeling of strangeness, and are not the little ones "getting acquainted"? It is no waste of time to win these children to you by a pleasant, friendly talk on the first morning.

6. Classify the pupils and assign short lessons for the late morning and the afternoon hours.

7. Do not take time on the first morning to secure names and ages by passing up and down the aisles with paper and pencil. As the pupils come forward to recite let them bring to you slips of paper with their names written upon them.

8. As you ask questions—simple at first—the little cards may be used for reference and in a short time every name is known.

9. Mean everything you say; do not talk too much, let the children talk.

10. Keep every child busy.

SCHEDULE OF STUDIES.

Time Table for Graded Schools.—This schedule shows the number of minutes per week to be allowed various subjects in the different grades. The table is merely suggestive. Where the school day is longer or shorter than the 5½ hours taken as a basis herewith, or where local conditions recommend that more time be given to certain branches, such changes may easily be adjusted to this schedule. The margin of unassigned times gives opportunity to add to the allotment of any branch or to insert an additional subject.

Subjects.	Grades—	1	2	3	4	5	6	7	8
Opening exercises . . .		75	75	75	75	75	75	75	75
Religious instruction . .		200	200	200	200	200	200	200	200
Composition, grammar . .		120	120	120	120	120	120	120	120
Reading		330	300	240	200	120	120	120	120
Spelling		100	100	120	120	100	75	60	60
Penmanship		120	150	150	100	90	75	60	30
Mathematics		180	200	200	200	200	240	240	240
Physical culture, hygiene and recesses		180	195	165	120	90	90	90	90
Geography		120	120	120	120	120	120	120	120
History		90	90	90	90	120	150	150	150
Drawing		75	75	75	75	75	75	75	75
Music		60	60	60	60	60	60	60	60
Nature study		60	60	60	90	90	60	60	60
Study or sewing		60	60	60	120	120	120	120	150
Business course		100	100	100	100	100	100	100	100
Unassigned time		150	145	125	110	100	100	60	90

The daily program of recitations and exercises should be made for each grade, in accordance with the above time schedule, and should be hung in a conspicuous place in the class room. Subjects like drawing, music and nature study may be given two or three periods a week.

PREPARING CLASS TIME TABLES.

It is impossible to arrange a time table that will do for all teachers, because of the varying conditions in different schools, and the numerous points to be taken into consideration for each. In drawing up a time table the following principles should be observed:

1. The time given to each study must vary according to its importance and utility, having regard to the difficulties it may present to the children.
2. The length of the lessons will depend on the age of the pupils and their powers of concentration; the younger they are, the more need they have of variety in their occupations.
3. Lessons should succeed one another in such order that one faculty may not be overtaxed while the others are left inactive.
4. The lessons demanding most strenuous effort should come when the children are fresh; early in the morning session, or immediately after recreation.

—Christian Brothers' Manual.

BRIEF SUGGESTIONS.

Carefully watch the ventilation.

Keep a thermometer and a calendar in your school room.

Teach care of school property and all property.

Insist upon cleanliness of persons, room and desks and upon neatness of all work. No slovenly work should be regarded as "finished," which is only true of that turned out in a workmanlike manner.

Be sparing of threats. They constitute a thermometer of fear. If a note is due and the maker is perfectly good nothing is said; but as soon as there is the least fear of his financial ability this threat discloses the fear: "If not paid by a certain date it must go to a collector," etc. Study the threat to avoid it; but if it has to be made, be sure it is such as can be carried out to the letter.

At all times correct improper carriage, attitudes, positions, as well as loud, harsh tones.

Bring a cheerful, wholesome atmosphere into the school room and do not neglect a pleasant word at parting. A cheery "Goodbye, let's try to make tomorrow better than today" elicited this significant comment from the boy who had received merited punishment: "Well; she's cross, but she isn't mean," and the feeling that hard times need not be prolonged into the good.

Learn as much as possible of the pupils' home life, and come in touch with the parents.

"Finally, whatsoever things are true, pure, lovely, and of good report, think on these things" and consider how you can get the children interested therein, so that "whatsoever thou doest shall prosper."

SPIRITUAL PREPARATION FOR WORK.

Teaching is a duty which gives glory to God and gains souls to His love; but we must look for our reward only in Heaven, where, as Holy Scripture assures us, they who teach others unto justice will shine as stars for all eternity. The religious who will adopt the practice of paying a short visit to our Lord in the Blessed Sacrament, before entering the classroom and say the following prayer will find much strength in bearing with the shortcomings of pupils, even wayward ones:

A PRAYERFUL PREPARATION.—"Oh, my God! I am about to begin the day's work in school. Teach me to receive the little children in Thy name. Give to my efforts success, sweet Jesus, for the glory of Thy Holy Name and the good of souls.

"Strengthen me, O Lord, for the great work Thou hast assigned to me. It is Thy work. Without Thee I cannot succeed. Grant that the children that Thou hast placed in my care may be abundantly blessed, and that not one of them may be lost because of anything that is lacking in me. Help Thou me to conquer every temperamental weakness, and strengthen whatever may enable me to bring the sunshine of joy to the young lives that are gathered around me day by day. 'Make me beautiful within,' for the sake of the little ones and those lives which will be influenced by them. Amen."

—A Pennsylvania Teacher.

FOR FREQUENT REFERENCE.

At the beginning of the school year the principal of a large city school presented to each of his teachers a typewritten paper containing the following pointed aids:

The efficiency of a teacher is measured by her power of exacting, securing and keeping attention in her class.

Obedience is the very essence of duty and all morality.

Cultivate habits of order and prompt obedience about little things.

Insist on cleanliness. Cultivate good manners. Consent cordially. Refuse firmly.

At all times the eye should be on duty.

Continual employment is the great antidote to inattention.

Make careful preparation for every lesson.

Dwell especially on the elements.

Teach with energy.

Teach in a connected way.

Don't mistake talking for teaching.

Don't be fault-finding.

Questions should be brisk and pointed and should elicit one fact at a time.

Questions should always precede the name of the pupil to help fix the attention.

Do not repeat the question, but have the inattentive pupil repeat the same.

Do not read the questions from the book.

Pupils called upon must rise quickly, stand in the middle of the aisle, look up to the teacher, answer distinctly and in complete statements, and remain standing until you call on some one else.

The essentials of a good recitation are that the class be interested in the work, that each pupil be actively employed during the whole time and that all work be done well.

Careless work from the pupil as the teacher's fault.

Practice without effort is waste of time and confirms bad habits.

Very lesson should be a lesson in language.

Every written lesson should be an exercise in penmanship and in spelling.

Short lessons, thorough work, frequent reviews.

NOTE BOOK OF ERRORS.

Let every teacher keep beside her on her table a pencil and notebook, in which she can write down all the mistakes in English which her children make during a month. She will find at the close of the month that she has almost all the kinds of mistakes they will ever make.

These mistakes will differ, to some extent, with different sets of children. German children will not make all the mistakes made by English children, and they will make some mistakes which English children do not make. The mistakes of other nationalities will differ, to some extent, from both the above; but most mistakes in English are common to all.

The teacher will find further, that when she has classified all the mistakes, she will not have a large number of classes or kinds. There will be defects in pronunciation, double negatives, wrong forms of pronouns, pronouns used for adjectives, verbs that do not agree with subjects, mistakes in the use of the principal parts of irregular verbs, auxiliary verbs used incorrectly, etc.

Now after the teacher has discovered what mistakes the children make, let her set to work consciously and systematically to drill them out of the language of the children. Take up one at a time and let the oral work and written work be directed against it.

THE RECITATION.

In questioning a class, put the question to the class as a class, then call upon some pupil to answer. Glance your eye along the class and call upon the inattentive pupil to answer.

While a pupil is reciting, he should not be disturbed or corrected by other members of the class. The corrections should be made after he has completed his recitation. The reciting pupil should be given a chance to correct his mistakes in the class. Direct questions by the teacher will give him an opportunity to correct his language and other mistakes.

Each pupil of a class should be called upon as often as possible in every recitation. The teacher should see that every pupil in the class is held responsible for some part of the class task—that each one makes a success or a failure in his recitation. Each pupil should be compelled to exhibit his work in some manner.



Catholic Educators Discuss Some School Problems of The Day

Industrial Training
The Curriculum

Free Parish Schools
Male Teachers

QUESTION OF INDUSTRIAL TRAINING.

Catholic Schools Must Give Heed to the Demand of the Times in This Direction.

That Catholic educators must prepare to meet the important question of industrial and vocational training seemed to be the consensus of opinion among the priests and religious at one of the section meetings of the New Orleans convention.

Father Boyle of Pittsburg introduced the subject in a brief and comprehensive statement, and called upon Rev. Michael J. Larkin, S. T. B., superintendent of the parish schools of New York, to read a paper on one of the phases of the subject. Father Larkin, who is a close and careful student of conditions, and whose position as superintendent of the parochial school system of New York gives him rare opportunity to see and judge things educational, was most positive in his arguments for a certain form of vocational and industrial training. He said that 90 per cent of the population of the United States was engaged in industrial work, and the absence of vocational and industrial training might mean the neglecting of the masses. The pupils in the Catholic schools go out into the world with nothing to offer vocationally or industrially.

Father Larkin said that the Catholic universities had done much in turning out engineers, and the higher class of skilled workers, but little had been done in equipping the children in the lower grades for the ranks in trades and callings, and yet industrialism is the base of the nation's strength. The object of education today is not toward practice, but rather the shaping of character. The economic question is a most important one, though, and has to do with the shaping of character. If the schools are to live up to the broad idea of equal opportunity, they must give attention to fitting the workers as well as the shaping and training of professional careers. The child's character should be shaped and molded so that he would appreciate the dignity of labor, and be fitted for the battle with life.

The speaker next showed how America was behind some of the leading countries of Europe in the matter of vocational training, and mentioned the great progress made by Germany. He told how some of the leading educators advocated industrial training because of its psychological aspects, bringing the mind and body into co-ordination, as it were. New conditions have created a chasm between the schools and the world outside. No longer is the boy taught the things that he once learned on the farm and in the home, and there should be a link to connect the academic classroom with the practical things of life.

Father Larkin enumerated the studies to which the elementary course should be restricted, and said that vocationalism had no right to interfere with these fundamental assets. He was of the opinion that six years are sufficient for the elementary course, and in the other two years now used might be made for some vocational training. Father Larkin emphasized that he did not advocate an elaborate system of vocational training in the seventh and eighth grades, but a sort of preparatory training of the eye and the hand, and placing the child in a definite attitude toward labor. "I don't mean that we should finish them as mechanics," Father Larkin insisted, "but we should give them an insight into life's practical, industrial side."

The speaker continued that industrialism has a permanent place in the country, and that education should adapt itself to the needs of the masses. He said that training in manual arts was not new with the Church, that the Church

had taught it years ago, and by it had built her great cathedrals and civilized the savage.

The schools might start vocational training in the lower grades with drawing, Father Larkin maintained, and in conclusion held that a system of education indifferent to the social and economic demands does not do its duty to those under its influence.

Brother Joseph Mathew, F. S. C., of St. Louis, opened the discussion. Brother Joseph advanced a number of convincing arguments. He said that it was hazardous to the welfare of the Catholic children to avoid the importance of industrial training, and that Catholic education should do its full duty in bridging the chasm between the school and the workaday world. Brother Joseph showed what could be done by starting the youth on a brief training that would serve to bring out his talents. The idea of vocational training might be applied to the regular courses of study which would serve as a good preliminary for later and broader work. The children could be taken to mills and shops and given practical illustrations of the work. One of the most practical solutions is a school of experimentation for vocational guidance. Brother Joseph thought that to differentiate at the sixth grade was a bit early.

Brother John Waldron, of Dayton, agreed with Father Larkin's paper, and said that the children should be brought to appreciate the true dignity of honest labor.

PROBLEM OF THE CURRICULUM.

Father Howard of Columbus Presents a Paper Which Calls Forth Much Discussion.

A most interesting paper on "The Problem of the Curriculum" was read by Rev. F. W. Howard of Columbus, Ohio. Father Howard contended that the education of a boy should be under the personal charge of his parents until he is about 6 years old. He should not be sent to school until the time in life when he begins to attain the use of reason. The period of elementary education should extend from the age of 6 to 12 years. During this time, Father Howard pointed out, the child needs discipline and drill, and his teachers should aim to give him a thorough mastery of the rudiments of knowledge, and should teach him how to study. A child who has learned to apply his mind and has acquired habits of virtue and attention has received a good elementary education. The chief purpose of elementary education should be to train in moral and mental discipline and not to impart information. Father Howard advocated the devising of a more rational system of classifying and promoting children in accordance with their attainments and ability.

"We must reduce the rigidity of our system," he said, "and into our schools we must introduce the order and spirit of the home, rather than the system of the factory."

Father Howard proposed that boys be classified with reference to their life purposes into five classes, as follows:

Class One—Those called to the priesthood and those who intend to enter the liberal professions, law, medicine, education, journalism, etc.

Class Two—Those who expect to take up the technical professions, electric, mechanical, agriculture, etc.

Class Three—Those who expect to enter business or commercial pursuits.

Class Four—Those who expect to enter the trades.

Class Five—Those who will engage in manual labor those who are backward and deficient in studies.

Father Howard was of the opinion that if some agreement could be reached on a classification of the boys as

the basis of the differentiation of the secondary courses that it would lead to a better adjustment of the relations between the schools and the higher institutions of learning.

In conclusion he said: "The reform of the curriculum is the most important problem of a practical nature that we have before us. The demand for this reform is voiced by secular educators with much insistence. It is possible for us to get a much better organization of our work by simplifying the elementary education and by fixing more definitely the purposes of our secondary education. We can do a service to the education of our country thereby. We need to ascertain what we can do, what is most important to do and what we may without great peril leave undone. We must keep in mind the truth that human nature never changes, but that the conditions of our life are always changing."

FREE PARISH SCHOOLS.

Not a Voice Against the Necessity for Gratis Tuition.

Free parish schools was the slogan of the meeting of the parish school department and there was not a negative voice raised against the arguments for their necessity in the prolonged and lengthy discussions into which a number of the clergy, including Bishop Gallagher, of Galveston, entered with so much enthusiasm. Bishop Gallagher declared that in his diocese all parish schools hereafter established must be free schools.

At the general meeting of the sections of the parish school department Dev. Daniel J. Lavery, D.D., of St. Louis, Mo., read a paper, "The Pastor and the Schools, from the Financial Standpoint." In a sane recognition of the difficulties of the pastor, the building needs, etc., Father Lavery held that it was not just to either parents, teachers or children to have a school that may be condemned from a sanitary standpoint by the authorities.

The difficulty of the pastor in obtaining maintenance for his school is greater than his difficulty in getting aid to build it. The question of tuition is a serious one, and brings on class distinction. While one may say no one but the priest knows whether a child prays or not, other children do know all about it, and American independence on the part of both parents and children causes a decided loss to the parish schools through the tuition system.

The maintenance of the parish school is the equal obligation for which pastor and people are responsible. It is not only they who have children to educate who are morally bound to support the parish schools. Who shall say he is not his brother's keeper? Father Lavery asked. "Some one has said, 'Give me the ballads of a people, and I care not who makes the laws.' I say" declared the speaker, "Give me all Catholic children in the parochial schools, and I will make America Catholic. For God's sake abolish tuition fees in parochial schools.

"Parish schools will no more be pauper schools, as some hold, through abolition of the tuition fee than are the public schools. This is a matter for episcopal legislation. We are the voice of one crying in the wilderness: 'Make straight the way of the Lord for free parochial schools.'"

Rev. Thomas V. Tobin, rector of St. Andrew's Cathedral, Little Rock, Ark., was not able to be present as planned, but sent a paper, which was read by Father Larkin, of New York.

Father Tobin supported the plea for the abolition of the tuition fee, an abuse contributive to disorder in schools affairs, for teachers, with their distractions, and humiliation of children, who hate to be dunned, even as delicately accomplished as the religious can dun.

The question of endowment is not receiving enough attention. Again, the burdens should be laid not on those already overburdened who send their children to school, but on the entire parish.

Father Leo F. Gissler, of New Orleans, felt that much could be done by the bishops in bringing the priests together to discuss ways and means for free parish schools. Father T. J. Larkin, S.M., of Algiers, agreed with him, and went further and said that "when bishops insist that their priests have free schools they will have them. Experience shows, Father Larkin said, that free parish schools did not decrease the revenues of the parish, but added to them, for the parishes with free schools of this city had doubled their revenues.

MALE AND FEMALE TEACHERS.

The Call for More Men Teachers in Parochial Schools Causes Lively Discussion.

While some of the eminent educators of the Catholic Educational Association feared a feminization of the boy, left too long under woman's training, there were others who held that woman's training, so far from feminizing him, helped in refining his character. All agreed on the need for male teachers for the higher education of the boy, but the great difficulty seemed to be in procuring a sufficient number of the teaching Brothers. Lay male teachers were suggested, but it was held against them that the expense of normal training schools and salaries in their cases militated against the success of this plan in a system as in America not subsidized by the government.

An able paper was read on "The Need for Male Teachers" in the parochial school by Rev. Bede Horsa, O. S. B., of St. Joseph's Seminary, St. Benedict, Ia.

When the American boy has reached his ninth or tenth year he has reached an age when he needs the stronger hand to lead him. Dr. Adami holds that a boy under a woman teacher, who must appeal rather than command, learns to get around difficulties instead of facing them. Feminization of character is another result of women's training. The home is rich in educational elements because it combines the two types of father and mother. However exalted the ideal of womanhood for woman it is different and undesirable in man. The ideal before him with a female teacher does not tally with his needs. There is a certain amount of roughness in a boy which, if unduly kept down, will break out later. Our hobbied-boys should not be Chesterfields. It remains to be seen whether the frequent hazings and outbreaks of hoodlumism are not due to reaction.

As a remedy the speaker urged the restoration of the profession of teaching to the place it once occupied, and the cultivation of religious vocations. Scarcely half the Catholic children are in the roll call of Catholic schools. An army of lay teachers must come to the rescue. The cultivation of religious vocations for the teaching orders as a necessity was emphasized. The good Sisters, already overburdened, will gladly relinquish a task they took up only to fill a breach; for the times call for concentration on the big task of guiding the modern women amidst the present shifting and confusion of feminine ideals.

Outside of the free parish school few subjects provoked more general discussion than Father Bede's paper.

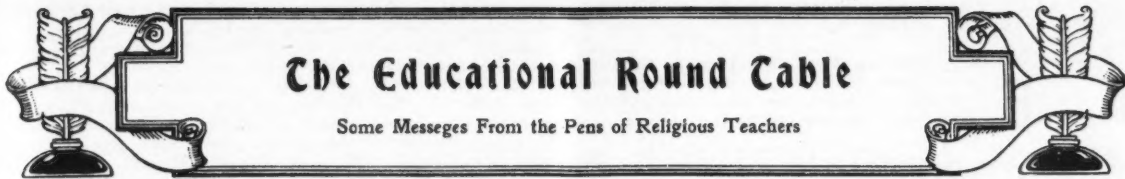
Rev. T. J. Larkin, S. M., of Algiers, held that the question must be handled with care. Father Larkin paid a glowing tribute to the work of the Sisters. He thought the boy could safely be left with the Sisters up to the sixth and seventh grades. The Sisters have many qualities in the schoolroom that man's rule lacks, such as discipline, order, neatness and cleanliness.

"I have seen a 200-pound man," Father Larkin said, "unable to handle a 10-year-old boy, and I have seen a frail little Sister successful with a youth of 16. In the training of boys religion must be emphasized. The daily Communion is a vital force in a boy's morals. Boys' sodalities and vocational encouragement were also emphasized if results are to show."

That scarcity of vocations is a great trouble in supplying men for the teaching orders was maintained by Brother George of the Marists and Brothers Philip and Victor of the Christian Brothers.

Monsignor McDevitt, of Philadelphia, took issue with the feasibility of introducing male lay teachers extensively because of the low salaries which parish schools of necessity offered. Expense in maintaining a normal training school and salaried staff, as men of the world would have to be paid, would render this unfeasible. Teaching for men of the world is only a makeshift leading to more remunerative work. Except in countries like England, Ireland and Scotland, where the schools are subsidized by the government, such a plan would not work. Monsignor McDevitt thought it unfair to do what some do, compare the weak points of the woman teacher with the strong points of the man teacher. He had seen women who had taught with success boys of 13, 14 and 15. He placed the responsibility for lack of vocations on the priesthood, and held himself among them responsible in the past.

Father Boyle of Pittsburg contended that as the majority of the boys get out of the school room at 14, there is not much danger of their overfeminization.



CLOISTER CHORDS.

By Sister M. Fides, Convent of Mercy, Pittsburg, Pa.

"Who are you whose prayers alone have prevailed with the Almighty? I am a teacher of little children."—Talmud.

I.

There is no doubt that the virtues natural and acquired of the truly sympathetic teacher of little children must of necessity be such as to render her prayers of avail with the Almighty. Patience—that muffled pain-throb steady as gravitation—must underlie and uphold and regulate all the other virtues; and they are symmetrical and secure only in the ratio of the undeviating steadfastness of this—their foundation virtue.

And yet stoicism, dully silent endurance, fateful acquiescence are negative qualities, and as such, they are essentially ineffective unless complemented by sympathy, hope, and cheerful confidence. But whence arises that perennial fount of sympathy, hope, confidence which sweetly modulating the muffled pain-throb, makes it eloquent even to the stars? The sea says, It is not in me; the earth answers, Not in me; the human heart avers; It is not in me. Where Whence? In God: from God. And only in the soul that knows and touches God can there be true patience—beautiful and benign and steadfastly basal of all the other virtues.

II.

The hopeful, happy little children so full of faults; so human, too human; ludicrously limpid; and their egoistic antics in that limpidity; no copernican system for them; ptolemaic—every one; with self as earth-center, and mother, father, home, school, city, world, and universe dancing attendantly around them.

Who shall tolerantly abide with them in this bubble-iridescence? Who shall sympathetically stand by them, in collision with the Real, this rain-bow radiance flashes and falls and darkens bewilderingly. Who shall wisely and kindly lead them thither—out from the self-central unreal into the dream-destroying, gray, good Real? They who sympathetically know the human heart; they who in perplexed uncondemnation of self exonerate all others; they who are compassionate; they who are gently wise with the wisdom and the gentleness of God.

III.

Our Sisterhoods—God bless them! No matter how accidentally we differ, we are all essentially the same. We speak a common language and we understand. Color of habit—black, brown, gray, white, blue; shape of headdress—angular, oval, stiff, clinging; pattern of coif, guimp, girdle, cincture, scapular, sleeves, habit—these distinctions do not differentiate (logicians to the contrary notwithstanding). Even the accentuation of varying virtues, as poverty with the Franciscan, obedience with the Benedictines, etc., resulting in the so-called spirit of the Order, does not disrupt the union of the Church's great family of Religious.

We meet each other perhaps shyly at first, even mutually repelled by uncouth garb or head-gear; but as acquaintance continues and the undercurrent values are touched upon or inadvertently revealed, and like delightedly finds like, we are one in the bond of worth no matter how we may differ in all other things under the sun.

The learned and the ignorant, children of warring nationalities and hereditary hatreds, black man, red man, brown man, yellow man, white man—will live together in peace when they have in themselves a common virtue intuitively commanding a common reverence. Then wars must cease.

IV.

And one evening in the chapel after Benediction when the lights were low and the fresh-air odor of incense rose gratefully, a nun lingered in prayer. And all the red-lit sanctuary space seemed suddenly agloom with the shadowy

faces of sisters. Franciscan, Benedictine, Carmelite, Dominican, Passionist, Visitation, Ursuline, Charity, St. Joseph, Good Shepherd, Holy Child, Mercy—all in placid confusion appeared and disappeared and re-appeared in the cloudy incense. All seemed strangely at home in the red-lit sanctuary space; all looked with gravely understanding eyes each upon the other; all wore the wondering smile of recognition; and a voice softer than silence made answer to the smile, **We are the teachers of little children.**

Then the incense cloud died down and the sweet faces slowly faded toward the altar, the angel-guarded Tabernacle; and all the red-lit sanctuary space was solemnly power-fraught with the potency of those whose prayers prevail with the Almighty.

THE HUMBLE TEACHER.

Sister M. Genevieve, St. Mary-of-the-Woods, Indiana.

To promote more unfailingly the glory of God, the humble teacher will adopt for her rule of life the patience and sweetness of Jesus in His relations with His disciples. His unvarying gentleness in the stupendous work of transforming and developing their rude, unenlightened minds will be ever before her. To contend with the opposing dullness of her pupils, she will fortify her soul by constant advertence to the humility, charity, and prudent management of Jesus in overcoming the prejudices of His disciples, in listening patiently to their questionings and in repeating untiringly the same truths.

Her countenance will show neither annoyance nor weariness, but reflect the meekness, benevolence, and spiritual joyfulness which flow from the well-springs of self-forgetfulness. Her voice and manner will be fervent in instruction, tender in admonition, and gracious in approbation.

She will never repulse her pupils nor spare herself; but consider that her obligation of condescension and ever-enduring exertion is in direct ratio to the need of her pupils.

Ever vigilant for attacks on her patience from without, she will be equally watchful against the more imminent danger—impatience with oneself. An equitable opinion of her own limitations, born of a frequent inventory of her spiritual and intellectual assets—an ardent impatience to accomplish instantly in her soul what passing time alone can attain, will expose her to a loss of the fruit of patience, peace. And here again the Divine Teacher is her light and way.

The love of God in her heart will bear all things, suffer all things, surmount all difficulties; it will shine through all her actions and upon all, but the especial objects of her sweetness and charity will be the poor, the sad and neglected. She will feel and compassionate the misery of those who bear the cross of suffering, pray for them, visit them, aid them to sanctify affliction, serve them in silence and in love. And with natural and perfect condescension she will share in the happiness of those who rejoice. She will recognize, in short, that the most powerful weapon in the armory of her heart is that of sympathy, and will keep it ever bright and keen.

To win the hearts of her pupils and meet the dispositions of each, she will assume, as it were, a multiplicity of natures, and winning her way into each different heart will lead it as she will. To the little ones she will become a child again that she may look out at life from their point of view, the better to realize that if for her, descent were difficult, a climbing of the mount of knowledge is all the more so for them. Those of developed mind she will in all humility and simplicity urge on to high ideals and noble achievements, seeking by her words to impress the minds of her pupils not with esteem for herself but with a deepening sense of the glory of God by whom and for whom she speaks.

She will rejoice in the talents of her sister teachers, delighting in all sincerity to show them honor; and, ac-

tuated by distrust of self, will seek the advice of her superiors, generously yielding her will to the opinions of others.

Finally, she will entertain no uneasiness as to the ultimate success of her endeavors, but having planted and faithfully watered she will leave the abundance of the harvest to God in whose name her labors were begun.

OBSERVATIONS ON GEOGRAPHY.

Sister Margaret, O. S. D., Hastings, Nebraska.

If it is important that the teacher should have a plan in mind while she teaches, it is equally important that the pupil should have the way that he is to follow in his study hour clearly marked out for him. The assignment of the lesson is the process by which the maturer mind of the teacher lays the guide lines that the child is to observe in his efforts at mastering the task set before him. Good assignments go a long way toward insuring good study periods, and, of course, insure a wide-awake recitation.

Illustrative material such as maps, geographical readers, sand-board pictures, specimen of rocks, soils, products, etc., should be secured. The recitation should be in the hands of the pupils, the teacher asking questions and giving suggestions when necessary. It is good to have the pupils stand in the front of the room to recite, in order to hold the attention of the class, to be more easily heard, to stimulate the pupils, to give ease of expression, and to excite emulation. Criticism, both appreciative and corrective, should be encouraged in every class.

In teaching geography, the general movement is from the home and neighborhood, outward first to the home state, then to the surrounding states, to the United States, and later to the rest of the world.

Every child when he begins geography has a store of mental products laid away ready for use. He has a knowledge of the change of seasons; he sees the birds come and go; and he knows something of seed-time and harvest. The milkman's visits and the delivery boy's rounds give him some notion of the products and the means of secur-

ing them through commerce; the clothing that he wears, the material used in making the house and furniture, the coal that cooks him food and keeps him warm, are ever present materials for investigation.

Visits to a nearby garden in springtime to note the turning of the soil, the planting and growth of vegetables, the gathering in of the crops in autumn, are instructive, and give opportunity for observation of the open country fields, woods, streams, hills, soils, roads, bridges, and various occupations and industries. In visiting a house in the process of building or a lumber yard, we naturally inquire where the lumber comes from. A map of the United States or North America is needed to give the full answer to this question. In the same way we have occasion to locate the sugar-cane fields of Louisiana, the coal-fields of Pennsylvania, the beef producing regions of the Western plains, the pine regions of the Southern states, the peanut lands of Arkansas, the salmon in the Columbia River, and the salt in Central New York.

In order to bring simplicity into the vast multitude and variety of facts furnished by the geography of North America, we need to grasp clearly the significance of types. In the study of Minneapolis as a type of trade centers in lumber and grain, we have located and named all the larger cities and tributaries of the upper Mississippi River and have seen a close connection between the great forest belt of Northern Minnesota and Michigan with the rich prairie region to the west. Again, we have located all the Great Lakes and their chief ports. The mastery of a relative small number of important type objects goes a long way toward the mastery of the whole wide and varied field of geography.

Topics for each lesson are most helpful in fixing the most important points in mind; for instance, in studying Southwestern Asia, the following outline might be helpful:

The countries included; why the most familiar part of Asia; why Palestine is part of Turkey; religion of the Turks; extent of Turkish Empire; why Arabia is not included; agricultural products; manufacturing; commerce, cities, etc.



SINGING, AN EDUCATIONAL FACTOR.

By a Sister of the Precious Blood, St. Louis, Mo.

Education is a field so great and extensive, a work so grand and ennobling, that it is every worthy of our further study and observation. One of the most potent factors in education is, undoubtedly, the teacher, whose professional equipment and moral character we consider a paramount importance, since, as experience teaches, the intellectual and moral character of the pupil will rise no higher than the model he finds in the teacher. Her ability to understand and control the forces in the mind and heart of the pupil, judiciously guides her in the selection of means and methods.

We here beg to draw attention to an old adage which says, "Kind words are the music of the world;" consequently, music and kindness are synonymous. Who does not know the value of kind words in this world of ours replete with greed and unkindness?

We think it is the duty of every teacher to inculcate into the hearts of her pupils a love for the pure and beautiful in life; therefore, vocal music, singing, should find a place in every curriculum. There need not be an extra half hour assigned for it, but a hymn may appropriately take the place of prayer before or after a session. A few minutes' singing of a new song, or one already mastered, after a long arithmetic or grammar lesson, will certainly delight the heart of every child. The elevating influence of hymns and songs will be transplanted into the home circle.

How edifying it is, when the members of the family assemble in the evening after the day's labor, to sing, not the common street song, which has, through the teacher's influence, lost its charm, but a song, text and melody of which are inspiring and ennobling to heart and

soul! What is more beautiful than to hear during the month of May, for instance, at dusk of day, the sweet strains from a neighboring cottage of "Mother dear, oh pray for me," or "On this day O beautiful mother," instead of the ragtime music of nowadays.

Singing comforts, elevates, and educates. The voice is a living instrument animated by the blood of the human heart and controlled by the human mind and will. Song bring innumerable pleasures into the social sphere; it inspires the parting soldier, welcomes the returning hero, soothes the lonely, invigorates the feeble, uplifts the dejected, dispels sadness. When Saul was smitten by the evil spirit, David arose and sang and played his harp, and behold the evil one left Saul. Song joins itself to heavenly hosts, penetrating with them to the realms of the Almighty. The angels sing; Holy Writ so declares.

Singing is a potent factor in divine worship, and if systematically cultivated in school, will be a powerful help to surmount the difficulties in forming adequate church choirs and facilitate congregational singing.

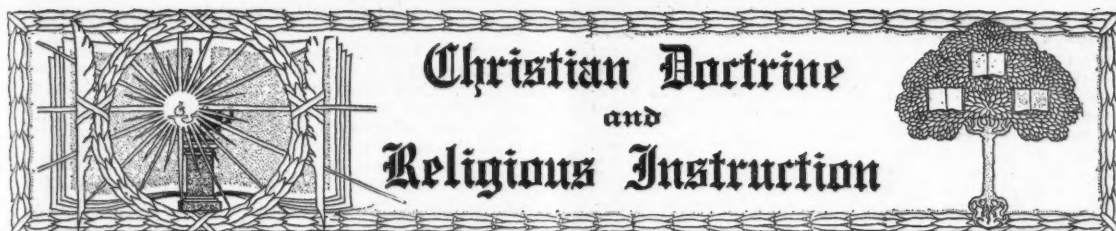
Singing is a help in every study and a hindrance to none, unless, at the expense of less favored studies, too much time is devoted to it.

Singing raises the mind to an atmosphere of glee, disposes it to penetrate into the field of learning, and to pursue with new vigor difficult themes.

Singing is an efficacious aid to uphold discipline and to promote attention. In a singing class, properly conducted, the pupils are required to stand in correct position; they are exacted to begin the exercises promptly and their attention is fixedly held.

Singing, as taught in school, is a means of moral training. It opens to the pupils the door to that which is higher and better, and cultivates a taste for the noble and beautiful.

In conclusion, let me say that if a pure and sublime melody is the reflection of a soul beaming with goodness, and, on the other hand, that the wicked have no song, could we then leave our children without the salutary influence of singing? Certainly not; therefore, let every teacher create in herself a love for song and equip herself with the art of vocal and instrumental music, so as to be capable of teaching it systematically and successfully.



PLANNING THE YEAR'S WORK

IN RELIGIOUS INSTRUCTION.

By the Rev. Patrick J. Sloan, Janesville, N. Y.

The old adage, "Well begun is half done," seems particularly applicable to Christian Doctrine work. There is frequently a strong temptation to let this parish work come in the regular course of time, and, without much previous planning or study, to attempt to supply each need and accomplish each task as it occurs. This may be done, and the religious instruction of the year given in a routine manner. But what is the result? What must be the result? Some things are accomplished successfully; others only particularly so; still others, many of which are of supreme and vital importance, are neglected, perhaps unthought of. No one can perform a task, no matter what this may be, with the greatest success possible under prevailing conditions, unless he has clearly in mind first what is to be done; second what available means are best for accomplishing this and thirdly by whom and how these means are to be employed.

Ability, natural and acquired, possessed by Christian Doctrine directors, varies to no small degree; so also does the religious condition of the children to be taught, the character and usefulness of the helps which are at hand, and the local environments which prevail, consequently the works to be done must vary accordingly, and the plans and methods to be adopted. At best only a general outline, therefore, of a plan to be followed during the year can be here given; and this, to be of practical help, must be adapted to individual cases and local conditions. In the first place as a preparatory work a census should be taken of the children of the parish who are to receive religious instruction and training. Otherwise some of these who have careless parents, or parents who are only nominally Catholic, will be entirely unattended to or at least neglected. In large parishes, this may necessitate considerable work, but it is a work of prime importance, and one that will be found fraught with much good and consolation. In parishes of small membership it will be found ordinarily comparatively easy.

Class Divisions in Christian Doctrine.

After a census has been taken and all necessary information obtained concerning the individual children, then a division of these into grades or classes should be made. Otherwise during the year many difficulties which could have been avoided will be encountered, much confusion will result, and much labor be wasted or rendered to a great extent ineffectual for good. How many classes should be formed. That depends largely on the size of the parish and whether there is a parochial school. In parishes having parochial schools, there will undoubtedly be formed at least one class for each grade; and if these have high school departments, one for each year thereof. In larger parishes without parochial schools, probably the classification will be almost corresponding. Even in parishes that are comparatively small, if the boys and girls are kept in the religious instruction classes until they are sixteen years of age, at least eight grades may be formed with advantage. In the very smallest parishes, however, a lesser number of classes may be, and often are advisable. At least, there should be a kindergarten class for children too young for immediate preparation for First Communion, a First Communion class for those have come to the use of reason, a class of those who have last made their First Communion, and other more advanced classes adapted to the needs of the older children, including a preparatory class for Confirmation.

The classification of the children being completed the next task for the director is to decide which text books are to be used by them. In this matter much thought and the best of judgment should be used. Otherwise books will be adopted for their use

which will prove too difficult for their ability and the result will be discouragement and dislike, rather than pleasant advancement. Their are catechisms for children, the use of which has been found eminently satisfactory to all parties concerned; and there are text-books for the older ones which serve the purpose admirably. These should be chosen on their intrinsic merit, impartially considering actual needs, and independently of all prejudice in favor of certain books used, perhaps by ourselves, long years ago. The best available books should be chosen; and then from these the subject matter for study should be decided on and outlined for each week of the school year. With comparatively little thought and labor, this can be done so as to have for each consecutive week nearly the same subject matter for instruction and study for nearly all the various classes if not for all. By this method the priest's work of giving the required explanation and training will be greatly facilitated, and he will be able to accomplish vastly more than would be possible if he were compelled to do all the work for each class separately. There is much work in a Christian Doctrine school which is of a general character and which can be done for several classes as well as for one. To do this once for all is of great advantage for the priest who is so busy with other multifarious duties. It is true, however, that each class has special needs and should receive special attention bestowed in a special manner adapted to the capacity of its children. Hence there must be planned special work for each of the various classes. The children of the first grade are to be taught certain prayers, trained in the right manner of saying these, and educated according to their capacity in the simplest duties of religion. Which prayers are they to be taught? How are they to be trained to say these? Which duties of religion are they to be instructed to perform, and how. These are questions to be answered by the priest who knows the children and their needs.

Prayerbooks for Children.

The First Communion class is to be prepared for receiving the Holy Eucharist for the first time, and instructed and trained particularly in the right manner of assisting at mass. Careful instruction is needed to teach them to read and understand the prayers before confession with the examination of conscience and the prayers after confession, the prayers at mass and especially the instruction and prayers before and after Holy Communion. They should be familiarized, insofar as this is possible with the prayer book. The individual children should have one of these. It should be a children's prayer book, not merely in name, as many are, but also in contents. It is amusing, or rather, it is sad to watch some of these little children with a prayer book written for older folks, or it may be with a so-called children's prayer book, forced to struggle with words which in some cases their parents cannot pronounce correctly or understand aright. There is no reason for this, except the carelessness of the parents or those in charge. Some excellent children's prayer books are now available and may easily be had for a very reasonable price. These should be selected or specified for the children by the priest after careful, even prayerful consideration.

The children who have most recently made their First Communion should be so instructed and trained that each confession and communion will be made better than the last, and that their manner of assisting at the Holy Sacrifice of the Mass will continually improve. Those of the more advanced classes will be similarly instructed and trained according to their various needs. Their growth in the spiritual life should be fostered with the utmost care and wisdom.

After the subject matter for religious education has been definitely decided upon and thoroughly outlined for the various classes, or it may be before this has been done,

the place for assembling the children for the Christian Doctrine classes should be examined, prepared and suitably equipped. In parishes where there are parochial schools, this is an easy task. The various rooms are already equipped with desks, blackboards, maps and probably charts and suitable religious pictures. The school library is often accessible and adequate for Christian Doctrine use; and, which is of supreme advantage, religious teachers are at hand to assist the priest in his work. Where this school is not had, greater care and labor are undoubtedly required. In every parish, however, before the time has come for assembling the children, a convenient place suitably furnished and equipped, can be prepared; and, in as far as this is possible, qualified teachers can be engaged as helpers.

Sunday School Papers.

It is very important, however, to provide a Sunday School paper for the children. Surely no one familiar with Christian Doctrine work and particularly with the beneficial Catholic results which come to the children and to their parents from these papers will question the value of their helpfulness, or in fact the necessity of their use. Every Catholic child attending a Catholic school or Christian Doctrine class should receive every week of the school year a Catholic paper adapted to individual needs, to bring home, read and place in the hands of the older members of the family. The cost is relatively small, and, if desired, may be defrayed easily without affecting in the least the other church receipts. Viewed even financially, it is an investment which will bring a hundred-fold reward. These children, with the older members of the family, including the parents, will become more Catholic in life, and as a result more intelligent and responsive givers for the cause of Christ.

Which is the best time for giving religious instruction? This is another question demanding a decisive answer. Where there is a parochial school it should be given every day, and in the morning or at such time as will emphasize the fact that the Christian Doctrine class is the one of supreme importance in the curriculum of studies. The time for having this class, the work done and the methods employed should be the best. Even where the catechism is thus taught in the school, it is found advisable in many places to assemble the children on Sunday afternoon for special instruction, training and devotion. Where there is no parochial school, religious instruction generally can be given at some set time during the week to many, if not to most of the children. It can be given to all of them on Sundays. At what time? Some give it in the morning, before or after one of the masses. For children living in rural districts and at a distance from the church, who find it practically impossible to return for another time, this is a necessity. For other children it is in some respects advantageous. The children will attend more regularly; they will be more surely at mass; and the teachers will often find it more convenient to be present. In other respects, however, it is decidedly disadvantageous. It interferes with the children going to Holy Communion, which, as a matter vitally necessary, they should do. They should do so on Sunday that they may sanctify the day aright, and in the presence of those who are older that they may influence them to do likewise, and frequently that they may grow in grace and virtue and become ever more like unto Christ. The same may be said with less general application of the teachers who assist. Another objection urged against having Christian Doctrine classes on Sunday morning is that it overtaxes the attention and physical endurance of the children to be present at both mass and instruction without intermission. It overtaxes the priest still more. In fact, so many are his cares and duties on Sunday morning that unless he is very fortunately situated and constituted he can not give, to say the least, his best attention to this work. Generally the afternoon is found, for various reasons, far more advantageous for Christian Doctrine sessions. Children, teachers and priests are better prepared for the work, and able to devote themselves to it more exclusively and intensely. Consequently better and more lasting results are accomplished.

Sunday School Class Entertainments.

Another question to be answered is, what entertainment for the children should be afforded during the year? Some of this is almost a necessity. Relaxation and recreation are needed by the young folks, and they serve to

make the memories of the Christian Doctrine class pleasant and delightful. Moreover, they tend to bring the children into closer acquaintanceship, and to blend them into more friendly union, and also to foster good will and enthusiasm. Care must be taken, however, lest this entertainment become distracting, unbefitting the occasion, or debasing. Never should it be permitted to take place if it has even the appearance of evil.

At Christmas time there should be by all means some form of entertainment for the children; but it should be such as will celebrate a Christmas of which Christ is the central figure and thought. It may consist of a few well-chosen words by the pastor, a choice tableaux of Christmas scenes, Christmas carols sweetly sung by the children, and appropriate presents of small value given out in a kindly manner. This will touch the heart, awaken sentiments of Christian love, and prove helpful in many ways. Then, too, educational entertainments which combine pleasure and instruction, especially those given with the aid of a stereopticon picturing scenes from the life of Christ, the Bible, or church history, appeal to both children and teachers with increasing popularity. Music may be had, also songs, hymns and declamations. Each priest must determine for his particular Sunday school which entertainments will be most advantageous.

Another question is, how may teachers be kept interested in their work during the year and qualified for its more successful accomplishment? Weekly teachers' meetings can be held. These will serve to bring the teachers into closer social union, afford an opportunity to prepare class matter with the assistance of the priest in charge, cause more efficient methods to be studied and employed, renew the enthusiasm of the teachers, foster their devotion to the work and increase success. How are these meetings to be successfully conducted? This the one in charge can easily decide.

Rewards in Christian Doctrine.

Should rewards of merit be given to worthy members of the Christian Doctrine classes? These are often desirable, stimulating the children to do their best work. It is true an immeasurably better stimulus is a proper appreciation of the benefits to be derived from Catholic instruction and training; but generally this does not appeal to the young as intensely as it does in later years. In schools which are most successful, two methods of reward are used. One offers pecuniary inducement, as scholarships, prizes and the like. The other appeals to the child's sense of self-respect or desire for emulation by offering credit marks, honors and promotion. With some, the first brings greatest success; with others, the second. For what should these rewards be given? They may be offered for regularity of attendance, punctuality, good conduct, or well-learned lessons. What kind of pecuniary rewards should be given? A gift of a religious nature, as a Catholic prayer book or magazine, a beautiful rosary or a gold cross, if tactfully and judiciously presented, will effect much lasting good. If given for an unworthy cause, however, or in a manner wanting in tact, it may prove useless and even detrimental to the common good.

Another problem demanding attention is how the regular and punctual attendance of the children may be secured. In some cases the telephone serves as a very convenient and efficient means for effecting this purpose. In others, the mail is excellent. A note enclosed in an envelope or, which is often preferable, written on a postal, if sent promptly and regularly to the parents or guardians of the delinquent child, will generally prove successful. Discrediting in class, or better crediting attendance and punctuality may prove helpful. In extremely deplorable cases, a personal call from the pastor may be found necessary. Which method is to be adopted should be definitely decided on at the beginning of the year and persistently followed until its close.

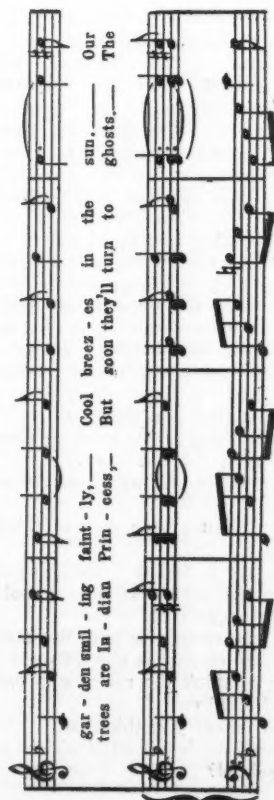
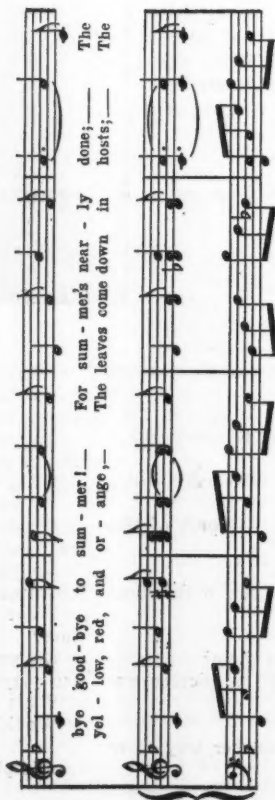
How may the religious instruction work for the ensuing year be planned or outlined. A simple means for doing this, and one easily prepared, which will be of inestimable value for improvement, reference and inspiration, is to arrange in diagram form an outline in detail, sketching the general work to be done for the entire Christian Doctrine school, and the special work for each of its grades or classes. This may be left subject to any change or development which continued thought, occurring circumstances, or added experience may dictate as necessary or for the best.

Robin Redbreast.

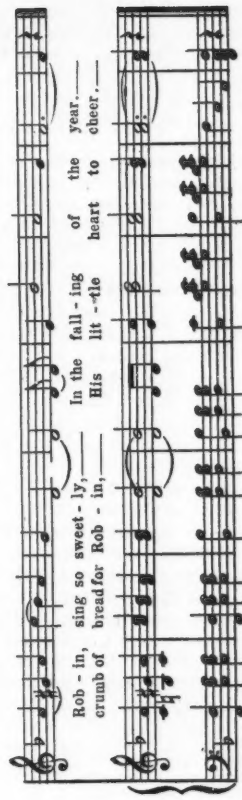
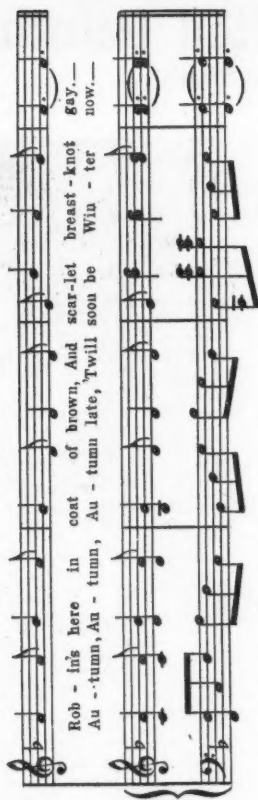
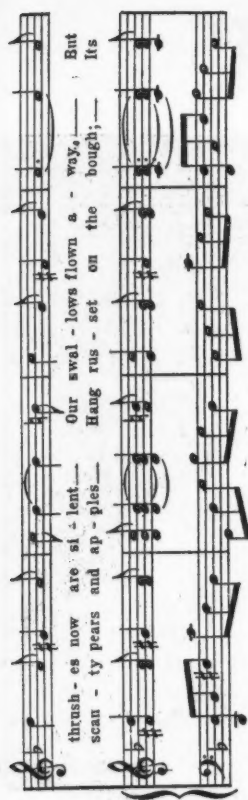
W. ALLINGHAM.

F. F. C.
C. H. G.

Good -
Bright



Used by permission. Ellen Cyr. Smith.



From Song Book No. I., by Churchill-Grindell Co., Platteville, Wis.

The Catholic School Journal

Studies of Noted Paintings

Elsie May Smith

THE LITTLE SCHOLAR

In September, when the children are starting to school for the first time or returning after the long summer vacation it is especially appropriate to bring to their attention pictures which deal with some phase of school life or kindred themes. While the life and customs of school children differ somewhat in different countries, there are some particulars in which they are alike. Thus in every case there are lessons to be learned, and the purposes which the children have in view educationally are similar. Everywhere there is the same happy-hearted joyousness of childhood, the same care-free love of fun-making and innocent sport, and the same arduous labor of preparing and reciting lessons.

"The Little Scholar" as represented by Bouguereau shows us a little girl with a basket on her arm and her hands folded across her book in front of her. There is a slight frown upon her forehead and a thoughtful, earnest look in her eyes. Perhaps she is thoughtful because she is absorbed in something she has read in her books, and perhaps she is worried about the lessons which she has to learn. We are sure that she is a very studious little girl and works very hard at her tasks. She seems to take life very seriously if we may judge by the earnest, thoughtful look in her face. Her large, beautiful eyes have a far-away, dreamy look, and we know that she is thinking hard about something. Notice her broad, high forehead, clouded with a slight frown. This is an interesting, childlike face, suggestive of vigorous health and youthful charm, and added to these traits is the studious expression which marks the little scholar.

We should like to know what she has been reading in her book and where she goes to school, and what she does there. We are sure that, if she does attend school, she is very earnest and studious in her work.

Questions for Study

What does she carry in her hand?
 What is the title of the picture?
 Do you think this little scholar likes to go to school? Does she like to read?
 What makes you think so?
 What does she carry in her hands?
 What do you think she has in her basket?
 What has she besides the basket?
 What look do you see in her face?
 Does she look happy? Thoughtful?
 Do you think she seems worried and anxious about something?
 What makes you think so?
 Do you think she is thinking about her lessons? Why?
 About what she has read?
 What is the nationality of the artist who painted this picture?
 What country then do you think is the home of this little girl?
 Does she look like a little French child?
 Does she seem like the school children with whom you are acquainted?
 In what respect is she like them?
 In what respect is she different from them?
 Do you think the artist who painted this picture was fond of children?
 What makes you think so?
 Do you think this little girl is now on her way to or from school?



The Little Scholar—Bouguereau.

What makes you think so?
 Would you like to know this little girl and talk to her about her school life?
 Do you think she could tell you some interesting things about it?
 What makes you think so?
 Do you like this picture? Why?
 Would you like to know more about the life and customs of French school children?
 Do you think they would be as interesting to know about as your own school life?
 What makes you think so, judging from this picture?
 Do you think French children would be as interesting playmates as American?
 What makes you think so?
 Would you like to know some of them?

The Artist

Adolphe William Bouguereau was born at La Rochelle.

France, in 1825. He entered the college of Pons, a small town near his home, and later went to Bordeaux to be trained as a business man. He early showed an aptitude for drawing, and he was allowed to spend a portion of his time in the study of art. His fellow-pupils in the school of M. Alaux, where he learned drawing, took it into their heads to despise him because he was studying a trade, and tried to make him feel their superiority because they were devoting all their time to their work as artists, but Bouguereau plodded on industriously and astonished everybody by winning the prize at the end of the year. His success determined his life-work and he persuaded his parents to allow him to become a painter.

As they had no money, he had to shift for himself, and went to Saintes, where he had an uncle who was a priest, and who could at least offer him a shelter. He began at once, painting portraits, and in a short time had saved up enough to take him to Paris, where he first studied with Picot, and in 1843 entered the Ecole des Beaux-Arts as a pupil. He took the Prize of Rome in 1850, and sent home four pictures, which were greatly admired and are all in the Luxembourg Gallery.

On his return to Paris, he was entrusted with important decorative works in public buildings, and in 1866 painted "Apollo and the Muses" in the foyer of the theater at Bordeaux. He continued to reside in Paris painting steadily, always pursuing the same subjects and painting them in the same way. It has been claimed with justice that he is without artistic feeling, but possesses a cultured taste. His perfectly finished and faultless style of beauty is unreal and removed from life, and its ever re-curring sameness, manifested in many of his pictures, becomes monotonous and tiresome.

Bouguereau has been widely popular in America. Here his pictures have always met with a ready sale at large prices. They always reveal the three qualities which justify his reputation: knowledge, taste and refinement. Those people who look for nothing more in a picture than these qualities find Bouguereau's pictures quite satisfactory. He is a perfect draughtsman of the human body, and proves his knowledge by putting his models in a great variety of attitudes, as if he enjoyed difficulties. He draws hands and feet perfectly, and is a recognized master in this field. His taste keeps him far removed from the eccentricities that are so much in vogue with many of the younger artists of today. Bouguereau remembers that he is painting pictures that are to be bought by rich people for their drawing-room walls, and he takes care that nothing in them shall be out of keeping with the elegant things that surround them. Domestic subjects are the ones where his talent finds its best and most pleasing expression. Among his paintings may be mentioned the following: "The Birth of Venus," "Charity," "The Two Sisters," "Goodnight," "Burial of St. Cecilia," "Nymphs and a Faun," "A Bather," "Venus Caressing Love," "First Quarrel and Peace," "Poor Family," "Shepherdess," "Spanish Beauty," "Madonna and St. John," "Child with Bird," "Spinning Maiden," "Neighbor's Love," "Madonna with Angels," and "Night." Among his works owned in the United States are "Mother's Treasure," "Mother and Child," "Far from Home," "Little Rogue," "Beggard Girl," "Guardian Angel," "Nymphs Bathing," "Happy Wife," "Bohemian Girl," "Mother's Prayer," and "The Young Scholar." Bouguereau died in 1905.

OBSERVING THE PERRY CENTENNIAL

The celebration in commemoration of the 100th anniversary of the battle of Lake Erie in which Commodore Oliver Hazard Perry met the British near Put-in-Bay, Ohio, and defeated a fleet that was better equipped than his own, has recently been opened. The famous old flag-

ship, the Niagara, was raised from the bottom of the lake, where it had rested for so many years, and refitted to take part in the celebration. Every American school-boy is familiar with the story of how Perry transferred his crew and the flag to the Niagara after his own flagship, the Lawrence, had been disabled, and how he sent to the president the laconic but triumphant message, "We have met the enemy and they are ours."

It is a sad fact that altho we can resurrect the brave old Niagara and refit her exactly the same as when she had her part in the stirring battle on the lake, no power on earth is able to bring back her gallant officers and crew. The best and only way the present generation can honor these brave men is in a patriotic and grateful remembrance of the valorous work they did in gaining the victory.

With this end in view it has been planned to erect on the island at Put-in-Bay a monument to the memory of the brave men who in this decisive battle wrested the control of the Great Lakes and the adjacent territory from the hands of the British. The corner-stone of this monument was laid with appropriate ceremonies July 4, following the decoration of the graves of American and British soldiers who died in the battle.

The Niagara has been at Erie, Pa., until recently, when she started on her journey to the various lake ports where she will be on exhibition for short periods and then be carried on to the scene of her victorious conflict. Everywhere she is greeted with the utmost honor and enthusiasm. She rides in state from one port to another in the tow of a modern steam-tug because it is feared that her timbers might not be equal to the strain of traveling under her own canvas and because she would not be able to make the journey rapidly enough—Pathfinder.

STORY TELLING FOR STRENGTHENING THE MEMORY

(The following is a practical suggestion from a new book entitled "For the Story-Teller," published by the Milton Bradley Co., Springfield, Mass., and which is reviewed on another page of this magazine.)

A well-constructed child's story has the associative quality that characterizes the mental process of memorizing. It has one central theme; an act of heroism, a nature fact, a bit of natural history, a note of the fantastic or the humorous, and around this central theme are grouped the story associates; the dialog, the description, the sensory elements, the surprise of the climax, all of which fix indelibly in the mind this central theme around which the story is written.

Every well-told story means an added possibility of a recall in the child's mind and strengthens the general process of memory.

Laura Richards' story of "The Pig Brother" illustrates the type of story for which the story-teller should search in order to train a child's memory. The theme of the story, the idea that is to be made a fixture in the child's mind, is that of the value of cleanliness, and order in life. The treatment of the theme is constructive, a process of building up scenes and blocking out unessentials to strengthen and make permanent the theme in the child's mind.

"There was once a child who was untidy," the story begins.

With no wasting of time over details the child who hears the story is introduced to the theme. There follows a bit of description explaining the kind of untidiness of the little story hero, how he left his toys and boots scattered about his playroom, spilled ink and covered his pinafore with jam. Then the child is confronted by the Tidy Angel who tells him to go out in the garden and play with his brother while she puts his nursery back into its former state of orderliness. The child goes out to the garden but he is in a condition of won-

der in regard to this brother whom he is to seek. He meets a squirrel in the garden path, and he asks if it is his brother, but the squirrel denies all relationship to the child because of his untidiness. Then the child meets a wren, and asks it the same question, which the bird also indignantly denies because of the child's untidy appearance. The child then interrogates the Tommy Cat who scorns all thought of relationship to him, telling him to go and look at himself in a mirror. The climax of the story is found when the child meets a pig who promptly claims relationship with him and causes the child to go back to his playroom resolved to be tidy and orderly in the future.

The story has a memory value for children, because it presents one idea with a number of related associates. The story theme of the unpleasant results of being untidy is never lost sight of, but is presented over and over again in a series of related scenes so differentiated, however, by their contrast as to make them permanent in the child's mind. We may take these different scenes in the order in which the author presents them, discovering that each forms a stone in the whole structure, differing in their value but all taking form and color from one theme.

Scene 1. The child hero is banished from his playroom and his toys as a result of his own acts.

Scene 2. The child finds that he has no part in the outside world of little wild creatures, also because of his untidy habits.

Scene 3. For the same self-inflicted reason, he is disowned by his friends, the birds.

Scene 4. His house friend, the cat, disowns him because his habits of personal cleanliness do not accord with her standards.

Scene 5. The child finds the natural consequence of his untidiness in his welcome by the despised pig which brings about his resolve to be clean and orderly, hereafter.

Each story scene, as shown in this analysis, is carefully planned, having in mind a grouping of associated ideas that will strengthen and vivify the image made on the child's mind by the story theme. As a result the child who has heard the story of "The Pig Brother" has gained a store of associate ideas that will be recalled when someone asks him to pick up his toys or use care in eating. He will remember that squirrels and birds are orderly in their nest-making, that his cat uses care in regard to her person, that there is a big, unseen force at work in the world that makes for order—whether one calls it an Angel, or not, it really exists—and he remembers that a disregard of this law of order means disaster to the law breaker. The child of the story escaped from the Pig. He may not be so fortunate if he breaks the law. So our real child turns over and examines and sorts and weighs his mental associates of the concept untidiness, and makes his own decision in the negative in a way that would not have been possible without the carefully associated scenes of the story.

This may seem an over fine analysis of one story, but it will help us in judging other child stories having a regard to their memory value for the child.

SCHOOLHOUSES BY PARCELS POST

Sending cardboard models of schoolhouses by parcel post is the latest device of the United States Bureau of Education for arousing interest in attractive school buildings at low cost for rural communities. The models are made to fold flat and are shipped by mail to local authorities, normal schools, and other agencies, for use during a limited period. A number have already been sent to points in the west and southwest.

Models for one, two, and four-room schools are provided. The buildings are planned especially for rural communities where low cost is the first essential. They represent the very latest ideas in school architecture;

they are usually attractive to look at; they are up to the minute in hygienic arrangements; yet they are within the means of the smallest communities.

The buildings were designed by Dr. F. B. Dresslar, specialist in school hygiene of the Bureau of Education, and then worked over by two well-known firms of school architects, Cooper & Bailey, of Boston, and W. B. Ittner, of St. Louis. The models show all the details, within and without, and they are constructed to scale. Full directions accompany them.

It is believed that these models will be of great assistance to school authorities in small rural communities who can not afford to engage a school architect, yet are ambitious to have their schoolhouse up-to-date in every particular. With one of these models to work from, Dr. Dresslar asserts, any carpenter will be able to build a schoolhouse for his district that will meet every modern requirement.

FREE—QUESTIONS ASKED AND ANSWERED

A valuable little thirty-two page booklet entitled, "Questions Asked and Answered," by Charles A. Coulomb, Ph. D., has just been issued by G. & C. Merriam Company, Springfield, Mass., publishers of Webster's New International Dictionary. It is a unique little publication in three chapters, telling how Jack's questions, the teacher's questions and the father's questions were so easily and clearly answered in the big dictionary. People do not make the frequent use they should make of this wonderful book. The reading of the pages of the little booklet will do much to encourage teachers, pupils and parents to refer their questions to Webster's New International Dictionary. Copies of the booklet will be sent gratis and prepaid on the request of any teacher or superintendent who may desire it for distribution to pupils of upper grammar and high school grades. Address the company, telling how many copies you need.

A GENTLEMAN

I knew him for a gentleman
By signs that never fail:
His coat was rough and rather worn,
His cheeks were thin and pale,—
A lad who had his way to make,
With little time to play.
I knew him for a gentleman
By certain signs today.

He met his mother on the street;
Off came his little cap.
My door was shut; he waited there
Until I heard his rap.
He took the bundle from my hand;
And when I dropped my pen,
He sprang to pick it up for me,
This gentleman of ten.

He does not push or crowd along;
His voice is gently pitched;
He does not fling his books about
As if he were bewitched.
He stands aside to let you pass;
He always shuts the door;
He runs on errands willingly,
To forge and mill and store.

He thinks of you before himself;
He serves you if he can,
For in whatever company,
The manners make the man;
At ten and forty 'tis the same,—
The manner tells the tale,
And I discern the gentleman
By signs that never fail.

—Author not known.

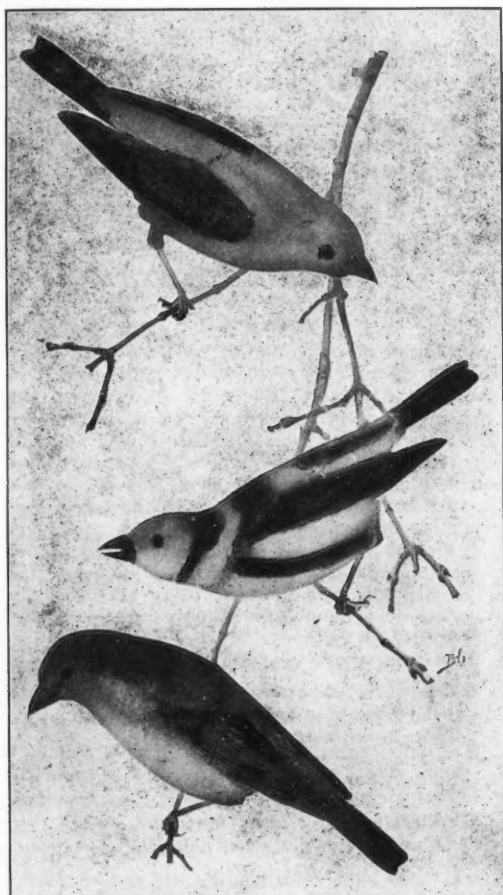
Bird Study For September

THE SCARLET TANAGER

By William Dutcher

President of the National Association
of Audubon Societies

It is the wish of the writer to repeat here what has been said in previous leaflets, that the fundamental object of this series of publications is to induce the student, as well as the agriculturist, to get in close touch with Nature itself, not thru books, or the classroom, but out in the open. Nor must this association be restricted to one subject, birds; it must be broad and general, embracing all of Nature, in order to be of the



Scarlet Tanager

1. Adult Male. 2. Adult Male, Changing to Winter Plumage. 3. Adult Female

greatest educational value. The fabric woven by Nature is of such exquisite pattern that each thread must be examined in order to enable one to appreciate the composite whole. The bird student is naturally led to consider many phases of nature, insects, plants and especially trees. Is there any more beautiful feature of out-of-door life than a forest? The trees of the forest are a lesson of patient endeavor, and their hoary trunks indicate the slow process by which Nature builds; each ring in the bole is a record of the ages

taken to fashion this exquisite piece of Nature's handiwork. As one looks down the long aisles and vistas of trees he is reminded of the stately columns in a great cathedral. Is it any wonder that the Druids held their religious ceremonies in Nature's temples and that they deified the oak as the emblem of strength, while the clinging mistletoe typified the dependence of man? If one looks down, it is to find a carpet of many-hued wild flowers and mosses which hides the processes of change that are going on; the leaf of last year is turning into the mold that helps build the forest and serves as Nature's reservoir to store surplus rain, thus preventing devastating floods. Thru the openings in the foliage the sunlight streams down and forms upon the ground mosaics of light and shadow, more beautiful in color and design than any ever fashioned by the hand of man. Longfellow says, "Nature, with folded hands, seems kneeling there in prayer." It is while in this hallowed place we hear a voice in the tree-tops and, looking upward, see a Tanager in his beautiful dress of scarlet and black, a true wood bird, a fitting occupant of such a home.

The Tanager is a member of a large family of distinctly American birds. Dr. Sclater, the eminent British ornithologist, gives no less than 375 species, which are arranged in 59 genera. Mr. Ridgway, in his latest and most exhaustive work on American birds, states that 21 genera and 112 species are found in North and Middle America. Of these the Scarlet Tanager is the most conspicuous member of the family that is found in North America. It arrives at its summer home early in May and starts on its southward journey in the fall, late in September or early in October. As the Tanagers migrate by night, many of them become the victims of lighthouses and thus give accurate records of migration dates, especially in the southward migration. It is of singular interest that the mortality occasioned by the light-stations is many times as great in the autumn as it is in the spring. What the reason for this difference is has not yet been discovered, altho it may in some measure be accounted for from the fact that in the fall of the year there is more thick and misty weather than in the spring. From records made by the writer, female Tanagers were migrating northward past Fire Island Lighthouse as late as May 15, and the same sex were migrating southward as early as September 23, while a young bird of the year had started south as early as September 18. The latest date in the fall furnished by a lighthouse victim was a male bird killed October 11. The Tanager's breeding home is anywhere in eastern United States, as far south and west as Missouri, and in the southern British provinces from Nova Scotia to Manitoba. In the winter it retires to some parts of the West Indies, and to South America as far as Peru.

Audubon says that the Tanager "is very sensible to cold, so much so, indeed, that in the state of Massachusetts should a sudden change take place in the weather, during the time of their spring migrations, hundreds die in the course of a night, not only in the woods and

orchards, but even in the towns and villages. I witnessed a like occurrence at Eastport in Maine late in May, when I was on my way to Labrador."

While at its summer home the Scarlet Tanager loves the deep woods, altho it is often seen in orchards and clearings. The nest is a very frail affair and it is usually saddled on a limb, quite near its extremity, from ten to forty feet from the ground; it is composed of fine twigs and dried grasses, with a lining of rootlets. The clutch of eggs varies from three to five; they are greenish in color, much spotted with browns and purples.

Alexander Wilson, one of the early American ornithologists, and certainly one of the greatest, in speaking of the song of the Scarlet Tanager, says: "Among the thick foliage of the tallest trees, his simple and almost monotonous notes chip, churr, repeated at short intervals, in a pensive tone, may be occasionally heard; which appear to proceed from a considerable distance, tho the bird be immediately above you,—a faculty bestowed on him by the beneficent Author of Nature, no doubt for his protection, to compensate in a degree for the danger to which his glowing color would often expose him. If he has little of melody in his notes to charm us, he has nothing in them to disgust." Wilson evidently failed to credit the Tanager with its best vocal efforts, which all of the later observers and writers have done. In fact, the Tanager is one of our best singers, being almost the equal of the Rose-breasted Grosbeak. The songs of the two birds are often mistaken, altho it is claimed that the song of the Tanager has not the roundness and fullness of that of the Grosbeak, being somewhat harsh in its finish. In addition to the fascinating esthetic qualities of color and song of the Scarlet Tanager, it is of very great economic importance, as its food consists largely of noxious insects, especially those found among the tree-tops; it also eats largely of wild fruits, with occasionally a few cultivated ones.

Wilson says, "His manners are modest, easy and inoffensive. He commits no depredations on the property of the husbandman, but rather benefits him by the daily destruction in spring of many noxious insects; and when winter approaches he is no plundering dependent, but seeks in a distant country for that sustenance which the severity of the season denies to his industry in this." Among the most interesting and important branches of bird study is that of plumage and moult; in fact, without some knowledge of this subject the student makes little progress in his acquaintance with the birds commonly found about him. The Scarlet Tanager and his soberly colored consort are striking examples of differences of and also change in plumage. The illustration herewith, to some extent, explains itself. The female bird practically always wears the same dress so far as its color is concerned, altho the material is renewed at intervals by moult. On the other hand, the richly dressed male is subject to many changes. Commencing with the nest it has a natal down, which is followed by a juvenal plumage; this is succeeded by the first winter plumage. These latter plumages are very much in color like that of the female bird. This carries the male bird until the following spring, when by moult an entire change in appearance takes place and the Tanager assumes the first nuptial plumage of scarlet vermillion, which is worn until the post nuptial moult takes place after the breeding season and just prior to the southward migration. It is known as the adult winter plumage. The male at this moult assumes a plumage very much like that of the female bird, but he can always be readily distinguished by his jet-black wings,

the wings of the female bird being a brownish black. The bird student, especially the beginner, often wonders why it is that he fails to find any male Scarlet Tanagers in the late summer, and it is only after the subject of moult and change in plumage is understood that such enigmas are unraveled. During the post nuptial moult of the male the plumage assumes a parti-colored appearance that is very singular.

ENGLAND REFUSES TO TAKE PART IN PANAMA EXPOSITION

Great Britain rejected the invitation of the United States to take part in the Panama exposition to be held at San Francisco. This action of Great Britain has caused much dissatisfaction on both sides of the water. It makes it quite evident that the big commercial nations of Europe are displeased at the attitude of the United States on the question of regulating the Panama canal. There is considerable indignation over the decision to let American coastwise vessels use the Panama canal free while the ships of other nations must pay \$1.20 a ton toll. Great Britain claims it would be absurd for it to take part in an exposition held to celebrate the opening of this canal since our government has refused to give it the equal treatment promised in the Hay-Pauncefote treaty. Great Britain's minister of foreign affairs denied that the government had any animus in refusing to take part in the exposition. He states that the cost would be about \$1,250,000 and the benefits would not warrant such an expense.

PIETRO AND HIS PIGEONS

Far, far away across the great ocean is a beautiful city in Italy. In this city lives a little dark-eyed Italian boy named Pietro. Every afternoon at two o'clock Pietro goes out with all the other boys and girls in the city to feed the pigeons. There are many, many beautiful white pigeons in this city and the people are very fond of them. Pietro takes a piece of bread and scatters it in crumbs upon the ground. Then his mama gives him some money and he buys some wheat from the peddler on the corner. Then how the lovely birds come flocking down from the roofs of the houses. They pick up the food scattered for them very fast and say "Coo-oo! coo-oo," to thank Pietro and all the other boys and girls. At last with a whirr-r-r they all fly up into the blue sky again and Pietro goes back to his play.

THREE COMPANIONS

We go on our walk together—

Baby and dog and I—

Three little merry companions

'Neath any sort of sky—

Blue, as our baby's eyes are,

Gray, like our old dog's tail;

Be it windy, or cloudy, or stormy,

Our courage will never fail.

In winter the snow lies white

Under the hedgerows bleak;

Then baby cries, "Pretty, pretty!"

The only word she can speak:

Sometimes two streams of water

Rush down the dirty lane,

Then doggie leaps backwards and forwards,

Barking with might and main.

Baby's a little lady;

Dog is a gentleman brave;

If he had two legs as you have,

He'd kneel to her like a slave;

As it is, he loves and protects her,

As dog and gentleman can.

I'd rather be a kind doggie,

I think, than a cruel man.

—Dinah Maria Mulock.

Elementary Agriculture

H. L. Kent, State Agricultural College, Manhattan, Kansas

Boys' and Girls' Clubs are playing a big part in the movement to improve country life conditions and educate the boys and girls of the farm and country village. The most popular kind of a Club is a Tomato or Potato Club. Thousands of boys and girls have planted their small patch of land to one or the other of these plants and are trying to learn all they can about growing and marketing these vegetables. The introduction of a few lessons on these vegetables will be both helpful and interesting. Some of these lessons must be given now while the materials are available. They can not be given to nearly so great advantage in the winter and spring when material can not be secured. In the mixed school the same lesson can be given to all the pupils. For the older pupils it will serve as a lesson in agriculture, while to the younger ones it can be made a nature study exercise. There are also great opportunities to correlate this work with other subjects.

TOMATOES

Children will usually be interested to know that botanists put tomatoes, potatoes, tobacco, egg plant, groundcherry, pepper and nightshade together in one family of plants. This family is called the Nightshade family or Solanaceae. The petunia, datura and jimson weed also belong to the family. The jimson weed, nightshade and others are poisonous. Not over a hundred years ago tomatoes were believed to be poisonous and were grown in flower gardens as ornaments only.

The plant is a native of South America, where it grows as a perennial, but in our climate it is treated as an annual. Why is it important to start the plants so early in the spring? When do the plants stop growing? When stop blossoming? What relation does this bear to their perennial habit?

How many kinds of tomatoes are there as to color? (Yellow, red, and purple). Size and shape? Ordinarily the common tomato is separated into five groups. Bailey gives them as follows: Cherry tomatoes, plum and pear tomatoes (there are red and yellow varieties of each of these); common market tomatoes, the large-leaved tomatoes, and the upright or tree tomatoes. The common market tomato is divided into the oblong, the angular and the apple-shaped varieties.

Have the class consider each of these from the standpoint of market and use. Try to get specimens of as many kinds as possible. Also let pupils answer the following questions, keeping in mind both table requirements and market demands. Why are large, smooth tomatoes preferred? Why thick-fleshed tomatoes with few seeds? Why a firm, strong skin? Why a bright, even color all over?

Cut some of your tomatoes open and test them as to the above characteristics. Do the large or small varieties have more cells for seeds? Do the tomatoes brought in by the class vary as to thickness of meat and amount of seeds, pulp, etc.? From which of these tomatoes should we save seed? Why? The original wild tomato is said to have usually had but two cells. How did we

get our many-celled varieties? (Here the teacher may introduce a little work on heredity, environment and artificial selection in explanation of the improvement of the tomato.) In studying the different varieties, do not neglect the leaves.

Some of the tomatoes will often be found that are rotting at the end. This is a fungous disease known as tomato rot. It is caused by tiny spores which begin their work by getting on the end of the tomato when it is very young and continuing to grow till they ruin the tomato. These spores are borne in the rotten tomatoes and live in the ground till the next crop is grown. Rotten tomatoes should be burned or buried deeply and never thrown on the manure pile or left on the field or garden. Why? Teach this work to the children carefully. It may well serve as their introduction to plant diseases.

Drawing water color and language work may well be correlated with the above. Make a tomato booklet. Have pupils draw all the varieties you can get. They may color them or not. Draw leaves as well as fruit. Draw sections of the fruit showing thick flesh, cells, seed, and pulp. Write the story alongside the picture, using your best English and penmanship. Do not neglect drawings and descriptions of diseased tomatoes. The smaller pupils may practice the drawings at the board. Their coloring, of course, should be done with crayons. If some of the older pupils draw well and neatly, allow them to make decorative panels on the blackboard, using a design of fruit and leaves.

If some of the pupils desire to save seed for use in the spring, the seed should be treated as follows: Put the seed and thin pulp in a cup or glass and set in the sun till it ferments, then wash off the seeds and spread them in a thin layer to dry. Keep the seed in a dry place. Use due care in selecting the tomatoes from which seed is to be saved.

If the pupils have not learned about the fertilization of flowers, the tomato flower furnishes a fine subject for this work. This should by all means be taught in the fall in those schools which close early in the spring. It will be very helpful with the plant and seed work during the winter to have them get this knowledge now.

Find the stamens and pistils and teach their uses. Do not make it a mere name drill, but go into the processes of pollination and fertilization very carefully and make it so plain that pupils will be sure to get it.

If field work can be done by the class as a whole, or individually at their homes, have some of the following questions answered: What kinds of roots do tomatoes have? How widely do they spread? How deep do they grow? How do the stems of the different kinds vary in size and ability to support the plant? What happens where stems rest on the wet ground? From the above facts, what kind of soil would you choose for tomatoes?

Problem:—The problems here suggested may be given in the fall or postponed until the planting work is studied next spring. Tomatoes are set 3 by 3 feet, 3 by 4 feet and 4 by 5 feet, under varying conditions of soil, climate, etc. How many plants are there per acre following each plan of planting? Find the dimensions of a plot on which one might plant 100 plants. Do this for all three plans of planting. Twelve tons per acre is considered a large yield. How many pounds per plant is this? How many bushels per acre would the above yield make? (There are 56 pounds in a bushel of tomatoes.) How large a plot should be reserved for tomatoes in the home garden if you expect to use 4 bushels for table and canning? If tomatoes sold for three-fourths of a cent per pound on an average thru the season, what would be the income per acre of to-

atoes? The price per bushel? If the average profit in growing tomatoes were 15%, how much income from the land would a tomato grower get per acre?

The teacher may have the girls work problems in home economy by getting the retail price of tomatoes and comparing that with the cost of growing, etc. Many interesting problems can be so worked out.

POTATOES

During early September when potatoes are being dug, boys and girls should be given lessons on selecting seed potatoes, if home-grown seed is to be used, as is the practice on many farms. The more complete and careful study of the potato can be taken up at a later date, but this study should be made before the main crop of potatoes is dug.

Briefly, the field characteristics of a good potato are: general oval shape, smooth, with few shallow eyes evenly distributed over the potato; the potato must be free from diseases, such as dry rot, scab, etc. When cut open the potato should be firm, with a thick yellowish layer under the skin, and be free from strings or woody threads. Cooking qualities will be discussed later.

In selecting seed, select from the hill. A small potato may make good seed if it measures up to the requirements above and came from a good sized hill with large, desirable potatoes. (Review the principles of heredity here.) But if it came from a small hill of small or rough or otherwise undesirable potatoes, neither a small nor a large potato should be selected for seed. In other words, seed selection should be based on yield of hill and quality of the tuber. If these are properly considered, size within limits will be of less consequence.

Field work:—Have potatoes brought to school to study the characters of the good seed potato. Ask boys to dig 25, 50 or 100 hills of potatoes and keep a definite count of the following things for each hill: number of potatoes per hill, number of large and small potatoes, number of rough undesirable potatoes, number of diseased or otherwise unfit tubers. Make a note of weeds, missing hills or other conditions which might affect the yield. Have each pupil tabulate his report and for class work select from the data given the best hills for seed. Boys may be encouraged to save seed potatoes from this digging and plant them next spring.

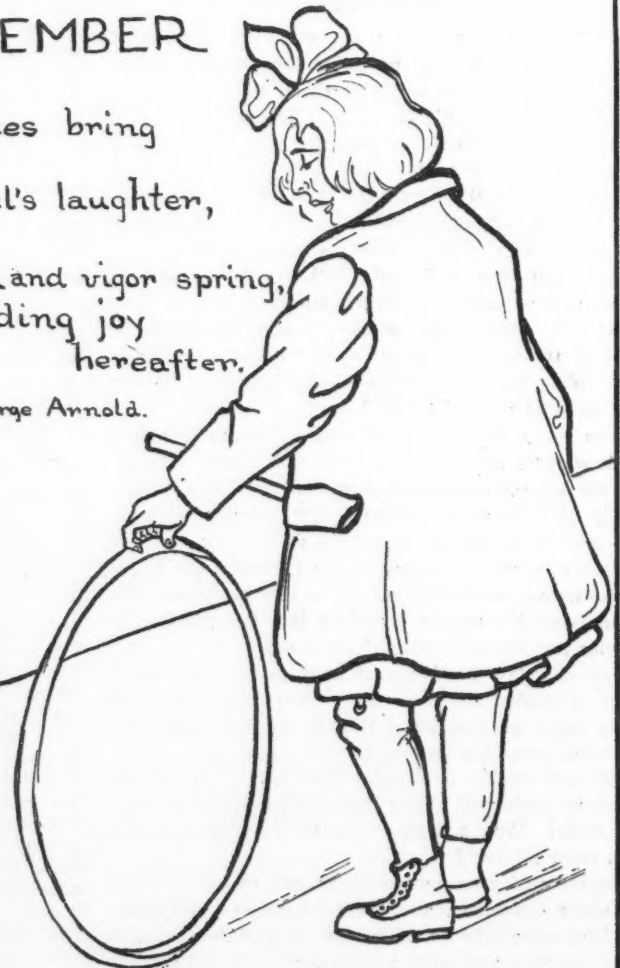
SWEET SEPTEMBER

O, sweet September!
thy first breezes bring
The dry leaf's rustle
and the squirrel's laughter,
The cool, fresh air,
whence health and vigor spring,
And promise of exceeding joy
hereafter.

George Arnold.

SEPTEMBER						
S	M	T	W	T	F	S

Estella E. Smith.



School Entertainment

THE DISCOVERERS' PARTY

By Willis N. Bugbee

Characters

Johnny, (Columbus).

Johnny's father, (Indian chief).

Jenny, (Isabella).

Victoria, (A maid of honor of Queen Isabella's court).

Other boys to represent Lief Erickson, John Cabot, Sebastian Cabot, Vespucci, Balboa, Ponce de Leon, Henry Hudson, Champlain, and Cartier. Others may be added if desired.

Costumes: Similar to those shown in pictures in school histories. The flags of Spain, France, England, Holland, Iceland or Scandinavia, and United States should be carried by respective groups or individuals. A large U. S. flag should be draped against the rear wall for background in scene II.

SCENE I.

Johnny.—My pa's great on history. He's the greatest hand to remember dates you ever saw. Why, it comes just as natural to him as it does to eat buckwheat cakes in winter. He can tell off hand just the very year that Henry Hudson discovered the Mississippi River, and Balboa conquered Mexico, and Israel Putnam circular-navigated the globe. But as for me, I can't remember but just one date and that's 1492.

Columbus crossed the Delaware

In fourteen ninety-two;

We whipped the British, fair and square,

In fourteen ninety-two.

At Concord and at Lexington

We kept the red-coats on the run,

While the band played "Johnny Get Your Gun,"

In fourteen ninety-two.

Kentucky was settled by Daniel Boone

In fourteen ninety-two,

An' I think the cow jumped over the moon

In fourteen ninety-two.

Ben Franklin flew his kite so high

He drew the lightnin' from the sky,

An' Washington couldn't tell a lie,

In fourteen ninety-two.

—Nixon Waterman.

But I was going to tell you something. Pa's thought of a funny scheme to help me remember dates better. It's going to be a "Discoverers' Party" and each one of us boys is to dress up like some great discoverer, and then we'll have a kind of reception. I'm going to be Columbus because that's the date I remember best, and because I'm the host, as pa says. Bert Stone is to be Balboa, and Will Holcomb will be Ponce de Leon, and Ned Wright will be Henry Hudson and Charley Greene will be Champlain, and I can't remember all the others just now. My sister Jenny is going to be Queen Isabella. She couldn't be a discoverer because there weren't any women discoverers. We're all going to dress up just like the pictures in the histories. Won't we have fun! We've got to tell the dates when the discoveries were made, and the one that misses any will have to pay a forfeit. Gee, I'm going to study on dates from now until the party and see if I can't remember every one of them. I know who I hope will miss, tho, and have to pay the forfeit—that's pa. Guess I'll go and get my history and begin studying right away. (Exit.)

Curtain.

SCENE II.

An ordinary room decorated for the party. Johnny, dressed as Columbus, is discovered awaiting his guests. In the meantime he is studying "dates."

Johnny.—"Christopher Columbus discovered America in 1492; Balboa discovered the Pacific Ocean in 1513; De Soto discovered the Mississippi River in 1539; Ponce de Leon discovered Florida in 1512; Henry Hudson discovered the Hudson River in 1607. (Closes book.) Now let's see if I can say them without the book. "Columbus discovered America in 1492; De Soto, etc.; Ponce de Leon, etc.; Henry Hudson discovered the Hudson River in—, in—, gee, I've forgotten that already. (Looks in book.) Henry Hudson discovered the Hudson River in 1607. (Repeats.)

(Enter Jenny.)

Jenny.—Are you all ready for the party, John?

John.—Been ready for an hour, and it's most time the boys were here, too. (To himself.) Henry Hudson discovered the Hudson River in 1607. Henry Hudson—

Jenny.—Haven't you got thru studying dates yet? You ought to have them down pat by this time.

John.—Pat who?

Jenny.—I'm not talking about anybody in particular, but you ought to have your dates letter perfect by the time of the party at the rate you've been studying.

John.—I've got 'em all but Henry Hudson, and I guess I've got that now. "Henry Hudson discovered the Hudson River in— in 1492—no, I mean 1607. There, I'm done." (Places book on table.)

(A sound of talking and laughing is heard outside.)

Jenny.—Here are the boys now. Remember you are Christopher Columbus and I am Queen Isabella.

(Enter boys, singing "America")

All.—Here we are, America's great discoverers.

Ponce de Leon.—We have come to do honor to the greatest discoverer of all—Christopher Columbus.

Columbus.—(John)—I am very glad of this occasion, indeed, but part of the honor belongs to Jen—I mean to Queen Isabella, who pledged her jewels to buy my ships—the Pinta, Nina and Santa Maria.

Isabella (Jenny).—That was because I believed Columbus was right about the earth being round.

Balboa.—Well, you certainly did a good thing for Spain, anyway.

Isabella.—My faithful maid of honor, Victoria, will now introduce each one of you brave explorers, and at the same time all the others must name the date of the discovery. Those who miss any dates must entertain us with a song.

Victoria.—Steps forward and recites:

Columbus found San Salvador

All.—In fourteen nineteen-two,

Victoria.—And proved unto the scoffers that

His theories all were true.

Columbus.—I had all I could do to keep my sailors from turning the ship back or from pitching me overboard into the sea. It was a strenuous time.

"The good mate said: 'Now must we pray,

For lo! the very stars are gone;

Brave Admiral, speak, what shall I say?"

I said, 'Sail on! sail on! and on!'"

(Adapted from Joaquin Miller.)

Victoria.—

Now here's Lief Erickson, the great,

A navigator bold,

Who claims he found America

In the misty days of old.

(Lief steps forward and shakes hands of Isabella and Columbus.)

Lief.—A great many people don't seem to believe that I really discovered America, but if they'll take the trouble to look up the records they'll find that I discovered it in the year—

All.—1001.

Lief.—That's right. I sailed from my home in Iceland

in 1001. After that my brothers Thorwald and Thorstein both made trips to America. We called the country "Vineland." Of course Columbus was really the first European to discover it.

Victoria.—

From England came the Cabots bold,
Oh, bold and brave were they;
And so the English tongue prevails
In the U. S. A. today.

(John Cabot, followed by Sebastian steps forward and both shake hands of Isabella and Columbus.)

John C.—Yes, I and my son Sebastian were hired to come to America to make discoveries and explorations. I suppose I was the first European to discover the main land of America. That was in the year of— let me think—

All.—1497.

John C.—Yes, yes, that's so. Like most explorers of the time, we were looking for a northwest passage to India.

Victoria.—

Amerigo Vespucci came
Discoveries to make,
And hence the name, "America,"
Which was a great mistake.

Amer.—Yes, it was a mistake because I didn't make any discoveries until—wait a second till I look it up in that little book that I wrote. (Takes book from pocket.)

All.—It was 1499.

Amer.—That's it, and the mistake was all on account of the German geographers, who thought I was the first to discover it.

Victoria.—

Here's Ponce de Leon who sought
To banish age and care;
He never found the "Fount of Youth,"
But a land of flowers fair.

Ponce.—I was told that if I came to America I would find a fountain of perpetual youth, and if I bathed in its waters I would be young again.

Isabella.—And did you really believe it?

Ponce.—Why not? The thought of the earth being round and the discovery of a new continent were all so wonderful that I knew not what might be found here.

Isa.—If that were true we would all be searching for the magic fount.

Ponce.—Alas, I never found it. But I did find a beautiful land of flowers. That was on Easter Sunday. Perhaps you may know the year.

All.—1512.

Ponce.—Quite true. And because of the day we named it Pasqua Florida.

Victoria.—

Balboa found an ocean great,
And wading from the shore,
Proclaimed that all the lands it touched
Were Spain's forevermore.

Isa.—Thanks for your loyalty to Spain, Balboa.

Bal.—Of course I had no idea then how big the Pacific ocean really was, but I should have done the same no matter how large it was.

Col.—Good for you, Balboa. Now for the date—
All.—1513.

Victoria.—

The broad St. Lawrence, rushing down
So proudly on its way,
Was by the French discovered first,—
By brave Sir Cartier.

Cartier.—Both the river and the gulf were named for the martyred St. Lawrence. Some distance up the river we found a beautiful Indian village which we named Mont-Real. Who can tell the year that I discovered the river?

All.—1534.

Victoria.—

Another loyal son of France

Is the great and good Champlain,
That French success was due to him,
Perhaps he will explain.

Isa.—We shall be very glad to have you, Mr. Champlain.

Cham.—I presume it was because I was very much interested in the colonies and gave my personal attention to them. More than that, I protected them from their enemies by building strong forts. My name will be best remembered, however, by the discovery of Lake Champlain. Who knows the date?

All.—'Twas in 1608.

Victoria.—

Sir Henry Hudson found one day,
The stream which bears his name,
And on the strength of his exploits
Did Holland base her claim.

Hudson.—No doubt you have heard that I am an Englishman, and that I was employed by Holland. My discoveries gave to the Dutch one of the most important harbors in the new world. I am proud to have been the discoverer of a river so famed for its beauty and its legends,—a river that has often been called "The American Rhine." Shall I tell you the date of its discovery?

All.—We know. It was in 1607.

Isa.—I am very sure we are all proud to be included in such a famous party. As all of the guests have been introduced and no one has missed a single date, I can't see just what we are to do for a song.

Col.—Hold on! Here comes a member of our party who has not told a single date. He ought to be the one to sing.

(Enter Indian Chief.)

Indian.—Ugh! Big Injun chief have big memory. He remembers all dates. He was the first discoverer of America. Who can tell when he discovered it? (A moment's pause ensues.)

Johnny (to Jenny in undertone) Gee! it's pa.

Col.—History doesn't tell when it was.

Indian.—Then the histories aren't complete, and you have all missed a date. I am waiting to hear you sing.

Isa.—Will you please tell us the date, Mr. Indian?

Col.—Then we will not miss it again.

Indian.—Why I—er—that is—I—I'll have to consider the matter.

Isa.—While you're considering it you may as well help us sing.

(All join in singing some appropriate song.)

Indian.—The Injun Chief invites white discoverers to a big dinner in his wigwam. Come everybody.

Johnny.—(Aside to audience). Gee! I'll bet I don't forget those dates the longest day I live.

(Exeunt all.)

(Curtain)

STORY OF COLUMBUS DRAMATIZED

(The following dramatization of the story of Columbus was worked out by sixth grade pupils in the Emerson School, Oak Park, Ill., Miss Grace Challand, teacher:)

ACT I

(At the Court of King Ferdinand and Queen Isabella.)

Page—A letter from Perez, your Majesty.

King—(Reads letter.)

Your Majesty.

This young man, who is an Italian, has very wonderful ideas as to a new route to India. He seems to be an experienced sailor, even tho he is poor. As for me, I advise you to converse with him.

Your humble adviser—Perez.

King—His presence is accepted.

Page—Senor Christopher Columbus.

Col. (enters and bows low)—Your Majesty, I trust you are in good health.

King—Perfect, senor. Arise and make known your errand.

Col.—Sire, ever I was a boy I have been a sailor, and have studied geography with Toscinelli. I have concluded that the earth is round instead of flat, and that the shortest way to India is by sailing west. If you will fit out a fleet for me I am sure the voyage will be a success.

King—But why are you not discovering this new route for your own country, Senor?

Col.—Ah, sir, King John is afraid his ignorant subjects will ridicule him. Do you not think yourself that this is a wonderful plan? King John will regret it when I return with great wealth.

King—Oh nonsense! This earth is flat. If you should fall over the edge, as you are sure to, all my money would be wasted. As we are waging war against the Moors, I cannot think of undertaking such a dangerous and uncertain enterprise.

Col.—Then you refuse this proposition?

King—Yes, I do.

Col.—Please give this matter another thought. (Columbus leaves.)

Queen—My Lord, do you not think you are too hasty in your reply?

King—I have given my answer.

Queen—Think of the power we will gain thruout the world. The people will come to see the treasure and strange things brought from India and the new lands. Besides, we will find the new route to India.

King—As I told you before, my answer is No,—No!

Queen—Spain must not lose the honor of such an enterprise. I will undertake it for my own Castile, and will pledge my jewels to raise the necessary funds.

King—I would not risk my money for such a foolish undertaking.

(King leaves.)

Queen—Tell Alfonso to go after Columbus on the fleetest steed, and tell him I wish to converse with him.

Page—Yes, Your Majesty.

* * * * *

Queen—Ah! I hear them coming.

(Columbus enters, with page.)

Col.—I am here at your bidding, Your Highness.

Queen—Yes, Senor, I believe as you do, even tho the King, my lord, does not. Now, as we are waging war I cannot help you as soon as I would like to, but I will pledge my jewels to get the money for your voyage. If I will furnish ships and the other necessities for this voyage, what share of the riches would you want?

Col.—I would want to be Admiral of all the lands I discover, and have one-tenth of all the riches.

Queen—I am satisfied with your terms.

Col.—You are very kind, most gracious Majesty. I shall do my utmost to show my appreciation.

Queen—But I cannot help you now, you know, Senor.

Col.—It shall be as you say. I shall await your pleasure.

ACT II

(On Board the Santa Maria.)

First Sailor—Ah, Columbus, we will never reach land. Turn back.

Second Sailor—Yes, we will fall off if we go any farther.

Col.—No, we must not turn back. There is no danger of falling off, for the earth is round. (Columbus leaves.)

(Sailors assemble at one end of deck.)

First Sailor—Columbus will not turn back,—what shall we do?

Third Sailor—We dare not threaten him. I propose mutiny,—what do you say?

All—Yes, I agree.

Fourth Sailor—Just what shall we do?

Fifth Sailor—I say, put him in chains and then throw him overboard, then we can go back to Spain.

First Sailor—How shall we do it?

Sixth Sailor—(Rushes on deck.) Land! Land!

(All leave, and then return.)

Second Sailor—That was not land,—Only a few clouds. Let us wait until to-morrow, we may reach land by then.

Col.—(Enters.)

I have seen signs of land, and in a few days we shall be in sight of it. I offer five pistoles to the man who first sees land.

Third Sailor—I am going to watch all night.

Fourth Sailor—So am I.

Second Sailor—Let us sing some song to cheer us up.

Fifth Sailor—Look! Is that a light?

Sixth Sailor—Yes,—see! It moves.

Col.—(Enters.)

Fifth Sailor—Look! There is a light, Columbus.

Col.—Yes, I am sure that is land. Who saw it first?

All Sailors—Ponso did.

Fifth Sailor—It was I.

Col.—Here is your reward. In the morning we will land.

ACT III

(On the Island San Salvador.)

Col.—Ah! We have at last reached land.

Fifth Sailor—Ah, Captain, forgive me for wanting to turn back.

Second Sailor—And me for saying the earth is flat.

Third Sailor—And forgive us all for our unbelief in you.

Sixth Sailor—Yes, we were all cowards except you, Captain.

Col. (raising his hand)—Hush, you are all forgiven.

First Sailor—How strange everything looks here.

Col.—Yes, it is about time we were exploring it, but first we must find timber to build a cross in honor of the good Queen Isabella.

Sixth Sailor—Come, let's find the wood to build the cross now, so we can have the rest of the day for exploring.

Col.—Ponso, go with Antonio for the wood. We will await your return here.

(Ponso and Antonio leave for the woods.) War whoop outside.

Second Sailor—What is that noise?

First Sailor—What is that coming?

Col.—They must be natives.

Fourth Sailor—Let's motion for them to come.

(All beckon for Indians to come. They approach stealthily.)

Col.—They are wearing beads and trinkets. Go, Grandez, and see if you can find some trinkets in the ship.

(Ponso leaves, and soon returns.)

(Indian chief hands a peace pipe to Columbus. Columbus hands the trinkets to Indian. Chief grunts. Indians touch sailors.)

Third Sailor—Here come Ponso and Antonio with the cross.

(Ponso and Antonio enter, with cross. Indians run away. Columbus erects cross.)

Col.—Now let us bow down and thank God for reaching land in safety.

ACT IV

(At the Spanish Court.)

Queen—I have received word that Columbus arrived here safely, and will converse with me today.

King—I wonder if he has found all the riches of which he spoke.

Queen—It is high time he was here. Alfonso, admit him when he comes.

Perez—I am glad his voyage was a success, for he is well worthy of the honor.

Page—Senor Christopher Columbus,

Queen—At last you have returned. How fared you on the journey?

Col.—I have found no spices, but a small amount of gold and silver. I brought two natives back with me. Ponso, go get the chest and the two Indians.

Queen—So you have found a new route to India?

Col.—Yes, your Majesty.

(Ponso returns with the chest and Indians.)

Ponso—Here they are, Captain.

Col.—Your Majesty, these are the natives of India.

Queen—What strange looking people! Tell me about them, Senor.

King—Yes, aren't they strange.

Col.—When we first landed, I saw no sign of human life. After we had settled, these strange people came near enough to be seen. With bright things we coaxed them to us. Knowing I had reached India, I called the natives Indians, and I brought these two sons of the chief with me, so that in case of war with them we may get them to sign a treaty of peace.

Queen—And what have you in that chest?

(Columbus opens chest, and shows plants, gold, silver, and other things.)

Queen—In a fortnight a great festival will be held in your honor, and we will be entertained by your sailors and Indians with stories of the voyage.

World's Events

PEACE SIGNED IN THE BALKAN COUNTRY

It was disappointing to the people of the world to find the people of the Balkan states—the Servians, the Bulgarians, the Greeks—engaged in a bloody war among themselves immediately after they had won admiration for their successful war with Turkey. No sooner had the Turkish armies been withdrawn than jealousies among the Balkan allies arose over the distribution of the spoils of the Turkish war.

A tentative agreement to the terms of a treaty of peace was signed by the Balkan allies on August 10. Thus ends a fierce and bloody struggle between these little nations which had already fought almost to the point of exhaustion with Turkey.



MAP SHOWING TERRITORY TAKEN FROM TURKEY BY BALKAN STATES

The shaded portion labeled "Area taken by Bulgaria" shows what Bulgaria will be allowed to retain under the peace treaty between that country and Greece, Servia, and Roumania, signed on August 10.

The exact boundaries between Servia and Greece and what, if any, portion of Albania is to be given to Montenegro remain to be settled by the London peace conference, which had only arranged a preliminary treaty when the war between the allies began. Turkey's reported new claim for territory east from the Enos-Midia line to Adrianople also remains to be settled in the coming resumption of the conference between the powers.

While the Balkan states were fighting among themselves Turkey, disregarding the settlement of boundaries by the London conference, instantly seized her opportunity to regain Adrianople, but the Powers have served notice to the Turks that they must get out of the territory again, as they had already agreed by the first treaty, to the western boundary line running from Midia on the Black Sea to Enos on the Aegean Sea.

The United States sought to have a hand in the peace negotiations of the Balkan allies but our government received a snub. Our government suggested that a clause should be included in the treaty guaranteeing civil and religious liberty to the people of the territory that may be annexed to the Balkan states. The peace delegates rejected the idea as impertinent, declaring that their laws already gave such protection. They made it plain that they wanted no suggestions from our government. It was commented that the United States had better look to home and set an example by giving suitable protection to the Japanese, Jews, negroes and others within its gates, instead of meddling with the internal affairs of other nations.

A BOARD OF MEDIATION TO PREVENT RAILROAD STRIKES

In the latter part of July the United States congress passed what is known as the Newlands-Clayton bill for the adjustment of railroad wage disputes. The bill became a law just in time to prevent a threatened disastrous strike on the railroads east of Chicago. It is said that both the railroad managers and their employees are satisfied with the provisions of the bill. The law creates a United States Board of Mediation and Conciliation, composed of a commissioner appointed by the President for a term of seven years with a salary of \$7,500 a year, and not more than two other officials of the government already appointed by the President. There is to be an assistant commissioner with a salary of \$5,000 a year to act in the commissioner's absence. The work of this board is to settle controversies between railroads and their employees. Arbitration boards of six or three members are to be selected, and the board of Mediation and Conciliation will pass upon any disagreements between arbitrators.

INTERSTATE COMMERCE COMMISSION REDUCES EXPRESS RATES

One of the most important actions taken in many years by the Interstate Commerce Commission was that of early August, when it made its official order relating to rates and methods of the express companies. The Commission has been carrying on an investigation of the express business for over three years. It has made partial orders and requests from time to time, but the present order involves a heavy reduction of rates. The express companies estimate that the reduction will amount to sixteen per cent of their gross revenue, or \$26,000,000. More important, perhaps, than the reduction of rates are the requirements of the Interstate Commerce Commission which compel express companies to adopt a reasonable and scientific method of making rates. The old methods were both intricate and unjust. The rates under the new tariff are in many instances lower for distances from two hundred to three thousand miles than are the parcel post rates for those distances.

Topical Study in Industrial Geography

C. M. Sanford, State Normal School, Platteville, Wis.

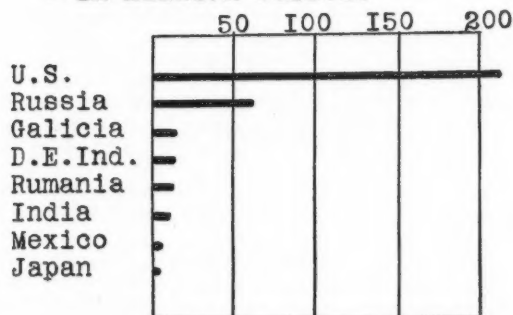
PETROLEUM

The word petroleum comes from the Greek word "petra," which means rock, and the Latin word "oleum," meaning oil. This rock oil, naturally inflammable, is secured by boring into the earth, whence it gushes or is pumped out. Usually it is found associated with water and natural gas in reservoirs amid rock strata.

Geologists have several very interesting theories to account for the origin of this rock oil. One of the most popular of these theories is to the effect that it has been extracted from huge beds of limestone. By taking the bones and shells of animals and placing them in a retort and distilling them, the scientist has

World's Output in 1910

• In Million barrels



found it possible to obtain the same substances that are found in petroleum. Since limestone is but an enormous collection of shells and animal remains, it is natural to presume that such beds, when subjected to great heat and pressure, as would be the case in mountain folding, would yield large quantities of petroleum.

The petroleum has existed for millions of years, it is only within the lifetime of those now living that it has come into extensive use. True, the white man when he first came to this country found the Indian using petroleum as a medicine, tho he put it to no other use. (Pour water in a basin. Add a small quantity of kerosene. Where does the kerosene collect? Carefully place a piece of cloth on the surface of the liquid. Will the cloth burn? This was the method employed by the red man for he spread his blanket on the surface of pools where the petroleum floated and then wrung the oil out of it.) Years later the white man learned that the Indian was right in ascribing medicinal value to petroleum, and he, too, learned to use it as a remedy for rheumatism and kindred troubles. In honor of the Seneca Indians, who were believed to be the first to use petroleum as a remedy, the whites named their petroleum liniment "Seneca Oil." The demand for this oil soon became so great that it could not be supplied in the usual manner. Accordingly Colonel Drake, then living at Titusville, Penn., suggested the feasibility of digging into the earth for it. This idea met with such favor that a company furnished him with funds for the undertaking. Oil was struck at a depth of sixty feet, and this first well, sunk in 1859, yielded 2,000 barrels within a year. Soon other wells were sunk and by the time the civil war broke out Pennsylvania was producing 2,000,000 barrels yearly. It may aid in fixing the date of the most rapid development of the industry if we associate it with the stirring days of this great war, for its marvelous expansion caused almost as much excitement in Pennsylvania as did the war itself.

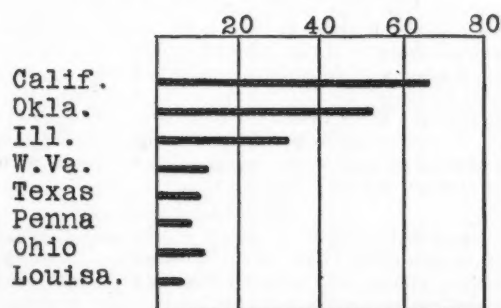
As we have already said, the petroleum sometimes comes to the surface in the form of springs, yet as a rule, to secure it in large quantities wells must be sunk. These wells are bored in precisely the same manner as ordinary artesian wells. They vary in depth in the different states; for example, in Kansas they average about 350 feet, in Oklahoma 1,600 feet, while in California they vary from 1,500 to 4,000 feet in depth. One might think boring for oil to be a peaceful thing to do, but not infrequently it leads to the bitterest strife. The fact that no means can be devised for preventing subterranean wealth from crossing boundaries, especially if that wealth is in the form of a liquid, causes no end of dispute.

This oil is usually stored up in beds of compact sandstone. The amount that can be stored in an apparently dense rock is surprisingly great; for, according to Professor Ries, a cubic foot of sandstone often contains a gallon of petroleum. Even this amount, according to the same authority, would require a porosity of but ten per cent. A layer of such sandstone but two feet thick would yield 10,000 barrels per acre.

The amount of oil produced by a well, and the length of time it flows varies greatly with the different wells. The average life of a well in Pennsylvania has been seven years. When most productive the average daily yield was 207 barrels, but so marked has been the decline that the average yield is now but 1.7 barrels per well. This rapid decline in flow is common of practically all wells.

True, there are individual wells having a much greater flow than the above figures would indicate. The largest wells that have ever been known were struck at San Geronimo, Mexico, in 1908. (We fear you will look in vain on your maps for this place, for until the discovery of petroleum it was not sufficiently important to merit a place on a map. To reach this oil field you would first sail to Tampico, then go by boat up the Ranuco river a

Petroleum Output in 1910 In Million barrels.



distance of 67 miles. About how far is this oil field from Mexico City.) Here the oil is struck at a depth of from 1,800 to 2,000 feet. One well is so gigantic that it produces 65,000 barrels or more daily. How does this compare with the average yield for the wells of Pennsylvania? Most wells produce more than those in Pennsylvania and less than those in Mexico.

Not infrequently these wells take fire resulting in great destruction. A good example of such a fire occurred in the Mexican field just mentioned in July and August in 1908. In drilling, oil was struck unexpectedly, therefore precautions for its control had not been made. Before the men could put out the fire in the near-by boiler the oil had reached it and immediately taken

fire. According to R. H. Millard our vice consul at Tampico, this burning well "shot flames to heights ranging from 800 to 1,400 feet, measuring 40 to 75 feet in width. Newspapers could be clearly read at a distance of 17 miles, headlines at 33 miles, and ship's officers reported that the light was visible for more than 100 miles at sea. From July 4 to August 13 from 60,000 to 75,000 barrels were consumed each day. The total cost of the fire was \$3,000,000.

CRUDE PETROLEUM

The crude petroleum as it comes from the earth is a dirty brown color and gives off a very disagreeable odor. In this crude form it is consumed for fuel in stoves and by railroads. It is cleaner than coal for passenger engines and is less likely to produce forest fires. In 1910 25,000,000 barrels were used by the railroads of western United States. In our newly constructed battleships fuel oil is more and more extensively used. Many of our torpedo boats use oil exclusively while our ten most recent battleships burn it as an auxiliary fuel. The new ships authorized by our last Congress will burn petroleum exclusively. When crude oil is thus burned huge storing tanks within the ships are necessary. Often the rolling of the vessel at sea causes a disturbance of the petroleum that is very hard on the walls of the tank, and in fact, upon the vessel itself. For this reason the petroleum is first solidified, then pressed into briquettes and burned. According to the October (1912) number of the Scientific American the advantages of the briquettes are: (1) No modification of furnaces or bunkers is necessary; (2), they have very high heating power; (3), they do not give off inflammable gases; (4), they burn slowly without running of liquid; (5), their regular shape facilitates storage, and there is no space lost, thus rendering vessels more independent of coaling stations.

HOW PETROLEUM IS REFINED

Before it can be used for lighting purposes several impurities must be removed. The process of removing these impurities is called refining. In refining crude petroleum the first process is distillation, or separating one liquid from another by heat. The crude oil is therefore heated in containers, so large that each holds about 1,200 barrels. The substances that go into vapor at a low temperature, such as gasoline, naphtha, and benzine, naturally pass off first. As soon as these have been driven off the temperature is increased until the heavier, less volatile oils such as kerosene, pass off into vapor. Finally the heating is continued until the heaviest grades, those used for lubricating purposes, are driven off, leaving a thick substance called residuum. These oils, thus separated by distillation, are next mixed with sulphuric acid which causes the remaining impurities to settle to the bottom of the tank. Finally it is subjected to a treatment with a solution of soda, ammonia, or lime, to remove any acid that remains.

GASOLINE

Gasoline is therefore the first and highest distillate of crude petroleum. The recent development of the automobile industry has rendered this the most highly prized of all the petroleum products, and a natural regret of well owners is that there is so little gasoline in petroleum, for an average barrel yields but from two to five gallons. Naphtha differs from gasoline in that it contains some kerosene—in other words when naphtha is distilled it yields both gasoline and kerosene.

KEROSENE

By kerosene is meant a light oil produced largely for use in lamps. When kerosene first began to displace the tallow candle it met with much prejudice for it was considered very dangerous. Since then greater care has been exercised in removing the explosive oils, as gasoline and naphtha, until at present we rarely hear of the explosion of a kerosene lamp. A carburetor with kerosene has been devised for automobile use, and is pronounced

a success. If such is the case, the resulting increased demand for kerosene will insure a further development of the industry. Crude petroleum yields from 40 to 70 per cent kerosene.

LUBRICATING OILS

The heavier oils extracted from petroleum, since they are less liable to combustion than other oils, are very rapidly replacing them for lubricating purposes. These lubricants are used for practically all purposes, from the highest grade watch oil to the heavy black engine oil. The best engine oil is made by mixing finely ground graphite into the oil. This gives what the machinist calls a frictionless surface. (Graphite is no doubt the most commonly used substance in your school. Where, and for what purpose?)

The thick substance remaining after all these oils have been driven off, we agreed to call residuum. This is a complex mixture, as is seen from the number of things that can be extracted from it. Its simplest use is to mix it with coal dust and press it into briquettes for fuel.

ASPHALTUM

If the petroleum is from wells west of the Mississippi river it is likely to have an asphaltum base. We are most familiar with asphaltum as we see it used in paving our streets. This, however, is not its only use, for it is used in mixing varnishes and in rendering leather waterproof. True, not all the asphalt used in paving our streets is produced from petroleum, for asphaltum mixed with earthy matter is found in widely scattered deposits. Pitch Lake, on the Island of Trinidad, is the largest known deposit of this kind. In the United States, Utah, California, and Kentucky, are the principal sources of supply.

PARAFFIN

The crude oils east of the Mississippi river are likely to have a paraffin rather than an asphaltum base. We use paraffin in a score of ways. Miners' candles, and in fact, practically all candles are made from it. Chewing gum is petroleum or paraffin wax flavored with a little wintergreen, and the wintergreen, too, is a coal-tar product. Paraffin is used in most houses for sealing fruit jars. The physician makes a most excellent use of it in the preparation of salves of all kinds. Vaseline and petroleum jelly are merely paraffin with some of the heavier oil left in them.

TRANSPORTATION OF PETROLEUM

Near each well is a large tank in which the petroleum is stored. From this tank it is next taken to the refinery. At first it used to be carried in barrels, later in iron tanks, and now it is carried either in tank cars, tank steamers, or conveyed in pipes laid on the surface of the ground. In laying one of these pipe lines all the tanks in a given field are first connected, then their contents transported by means of a larger pipe to a distant city where the refineries are located. At convenient intervals along the line there are pumping stations to force the oil along. At present such pipe lines connect our oil fields with Cleveland, Baltimore, Philadelphia, New York and Chicago. The Standard Oil Company alone has over 4,000 miles of pipe line now in operation. Furthermore, tank steamers, loaded at American refineries, carry oil to nearly all ports of the world, for this has a wider sale than any of our other exports.

PETROLEUM SUPPLY

Day estimates that at the present rate of increase of production our total supply will be exhausted by 1935.

On June 4 Columbia University graduated more than two thousand students. This is the largest number of young people ever graduated from any educational institution at one time anywhere in the world.

Columbia is now so far in advance of her nearest rival as to make it sure that she will be permanently as distinct in leadership among universities as New York is among cities.—Journal of Education.

Lessons in Penmanship

THE GRADING OF SPECIMENS

Frances S. Roberts, Lincoln, Neb., in "American Penman."

We are told, that to teach successfully, we must appeal to the child's interest thru his knowledge of the subject. Has the subject of writing always been taught with this thought in mind? In the old system of teaching writing, many otherwise good teachers failed, because they proceeded at once to the ultimate, body writing, neglecting the teaching of the essentials of position, movement, penholding and the like. As a result, the writing deteriorated as the child passed from grade to grade. He had comparatively no knowledge of the technique of the subject, hence he manifested but little interest in his writing. But a more practical view of the work has taught us that we must lead the child along step by step, thru the various fundamentals of the process of writing, keeping the excellency of the written page always in the foreground. Something to be striven for and only attained thru proper practice and persistency.

So much for our practical methods of teaching penmanship but do we use the same common sense ideas in grading the specimens? Do we make allowances for the difference of temperament, amount of effort expended, and the inability of some to gain the necessary nerve control? If we do not, are we just in our criticisms?

First—What is a specimen? We have all met the teacher who when questioned regarding the excellency of her pupils' work in writing, replies without hesitancy, "Oh, they do beautifully. Just see their work." We are shown specimen pages of course, but taken nine cases out of ten from the regular penmanship class work. Was that a just basis for approval? No, indeed,—too often we find children capable of good work during the writing class period but lacking the will power to execute movement writing whenever, and in whatever subject writing is required.

I agree that it's a huge temptation to grade only such specimens, but let us remember that we are training the child for life, where there will be but few especially prepared specimens. A business form or an off-hand signature may unknowingly be the world's estimate. So let us face our duty squarely, and teach the child that there is but one right way to write, and that the only way to learn to write right, is to write right right along. That a page of language work, an outline in history, or a set of problems constitute a specimen of writing as well as the page taken from regular class practice.

Second—By what characteristics are we to judge the merits of a specimen? The definition of writing makes that quite clear. "Good writing is that which is easily written and easily read." To be easily written implies good movement, and to be easily read the letter forms must be legible. The writing should be small, and show some degree of uniformity as to slant, height, and spacing, but above all the lines must be smooth and clear cut, as an evidence of an easy flowing movement, which is paramount.

Third—When is the best time to take specimens? Experience has taught, since writing is a matter of temperament, that it is best to take specimens when the child least expects it. Occasionally from the regular practice period but more often from the general work.

Fourth—How often? This depends entirely upon conditions—size of school system and time allotted to the work. Many argue that time doesn't permit of extensive criticism. Supervisors should have an understanding with their superintendents that at least one school day in every two weeks shall be theirs for office work, devoted largely to the inspection of papers.

Fifth—The marking of specimens. We are not justifi-

fied in grading papers solely on the form basis, since we teach the child in the beginning that we are more interested in the *how* of his doing the work than in what he actually does. That is, he should use good movement first, last and all the time. Rather allow 25 per cent for good habits of position, 25 per cent for correct movement, the same for application and the remaining 25 per cent for the forms.

We all are desirous of grading upon the improvement basis. This can be quite successfully done by having each pupil prepare two beginning specimens to be kept on file for the month when two similar specimens are prepared. By contrasting the first and second, a change for the better or worse is quite evident and the grade can be given in accord. One of the first and second specimens should be kept in the office subject to inspection by the superintendent, the others carefully marked and returned to the pupil for purposes of comparison.

The study of penmanship consists in training the mental activities as well as the motor. Do we emphasize the mind side of the work sufficiently? That is, do we have enough mental penmanship. We teach the child to perform all sorts of muscular stunts with the pen but the mental gymnastics of writing are quite

OUTLINE

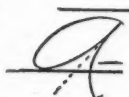
CAPITAL A.

1. MOVEMENT—Combined rolling push-pull movement.

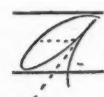


2. DRILL—One-spaced retraced oval.

3. INITIAL STROKE—Left downward curve



4. SLANT—Determined by straight line made one half way between first upward and last downward stroke.



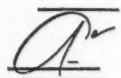
5. WIDTH—One half height.

6. FINISHING STROKE—Downward right curve.

7. COUNT—1-2.

8. RATE—75 to a minute.

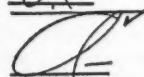
FAULTS.



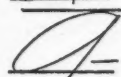
Hook—result of letting pen touch paper on up stroke.



Slant incorrect—down stroke not on main slant.



Loop for angle—evidence of no stop at the top.



Straight finishing stroke—not enough rolling movement.

neglected. Often we find a pupil whose papers show an evidence of good movement but with little improvement in his letter forms. Evidently he had trusted to blind luck that a perfectly formed letter would roll off the pen point.

If this has been one of your problems (especially in the upper grades) have your classes study and practice each letter according to an outline. Then at regular intervals test them by way of a written examination on their knowledge of the formation of letters already

practiced. Not more than 25 per cent of the grade should be allowed for the writing and general appearance of the papers.

The following outline may be used, taking capital A for an example:

By the use of this plan, the basis for grading is considerably enlarged. We have something real, tangible, presenting facts, and which can be marked on its merits in per cent, black or white, right or wrong, just as tests in other subjects are rated.

Language Stories for Reproduction

Effie L. Bean, Winona, Minn.

A LITTLE HERO

Edith has long, curly hair. Every morning her mama brushes out her curls before Edith goes to school. One morning mama found so many tangles that Edith cried.

"Why, Edith," said her mother, "Mama is trying to be very careful."

"Well, I can't help crying because the tangles pull," said Edith.

"I'm afraid my little girl isn't much of a hero," sighed her mother.

That noon when Edith came home to lunch her mother called her into the kitchen and said, "Edith, I'm going to show you a real hero," and there in a basket by the stove was a tiny white chicken.

"This morning," said mama, "Old Tom stepped on the little thing and broke one of its tiny legs. We brought it in and bandaged the broken leg and all the morning, in spite of the hurt, the little hero has been singing, 'cheep, cheep,' so cheerfully to try to thank us. Even a little white chicken can be a hero."

"I think I can, too, mama," whispered Edith.

THE LITTLE SHEPHERD BOY

Marco is a little shepherd boy. He lives far, far up on the mountains, with his grandmother who is very old and snowy-haired. Every morning Marco takes the herds of sheep and goats to the green pastures and all day long he watches them feeding and keeps them away from dangerous places, and when night comes, takes them all safely home to their master.

One quiet day, at noon, the sheep had lain down to rest and Marco stretched himself on the ground and began to think. That morning he had heard his grandmother say, "Oh, if I could only have some white bread for my breakfast, I believe I could eat and grow stronger." Marco wished and wished he could get some white bread for her instead of the coarse black bread.

"I know what I'll do," thought Marco. "I'll gather an armful of the mountain roses and take them down to the village to the baker. The baker never sees our beautiful mountain roses and maybe he will like them and will give me some white bread for grandmother."

That very evening Marco gathered the roses, the prettiest he could find, and took them to the good baker.

"Ah!" said the kind baker, "you are a good boy and I'll give you all the white rolls you can carry."

All the way up the mountain Marco was very happy, hugging the big sack, and next morning when grandmother had white rolls for her breakfast she was very happy, too.

PUSSY'S DINNER

You could never guess what happened one day to pussy's dinner, so listen and I will tell you. Mama put some nice warm bread and milk in a saucer for her out in the wood house. How good it tasted! Pussy ate and ate until she could eat no more.

"I'll just cuddle right down here for a nice nap," said she. "When I wake up, then I will finish eating my bread and milk."

So pussy curled down on the floor near her saucer and soon was sound asleep.

In this same wood shed lived three saucy little mice

under a pile of kindling. When pussy had gone to sleep, one by one, they crept out. "Sh! don't wake pussy," said they.

"I smell something good!" whispered one.

"Let's find it, I'm hungry!" whispered another.

"Here it is! Pussy's bread and milk," said the third little mouse.

And the three little mice began to eat, all at once. At last not a crumb of bread nor a drop of milk was left.

"Let's go home now," they said, and away they scampered.

When pussy awoke she couldn't even guess who had stolen her dinner, and to this day she never knew.

LITTLE BUNNY WHITEFOOT

Ned had a pretty pet rabbit named Bunny Whitefoot. One day after the snow came, Ned said: "Now, Bunny Whitefoot, you must be very careful and stay at home, for the hunters will be out with dogs and guns and traps and it is not safe for little rabbits like you to be away from home."

Bunny was very good at first. After a while he said: "Oh dear! what fun it would be to take a run up the hill and have a game of hide-and-seek up among the pines!"

Then this naughty little rabbit slipped out thru the front gate and away he ran, as fast as he could go, up the hill. Such fun! chasing his shadow on the snow among the pines, around and around, until—snap! and something held Bunny Whitefoot's leg tight. It was a cruel trap, and Bunny could not get away, even tho he pulled with all his might. Poor Bunny! he was sick with pain and fright.

But Ned followed the naughty rabbit's tracks up the hill where he found Bunny in the trap, and let him out.

It was a long, long time before Bunny Whitefoot's little leg was well again, but he had learned to be a wiser rabbit and mind what he was told.

DRESSED FOR THE KING

There once lived a very good and great king. All his people loved him very much, he was so noble and kind. The king's birthday was soon to come and the people all over the land were going to have a grand birthday party, men and women, boys and girls, every one. Everywhere for days and days, the women were spinning and sewing fine cloth into flags and banners and new dresses for the great day. Everywhere men were busy hunting and getting fine food for the great feasts. Every one was happy except poor Mother Nature.

"Oh, dear me!" she thought, "everything should be so beautiful for the king's birthday and my fields are all brown and bare. My trees have lost their gay leaf dresses, and never a flower is there anywhere! What shall I do?" Mother Nature thought and thought. At last she said, "Oh, I know!" and sent a message by north wind to cloudland for help.

That night before the king's birthday, Mother Nature was oh! so busy. Next morning, what a beautiful sight! Over the whole land was spread the loveliest sparkling white carpet. Every tree was glittering like diamonds in the bright sunshine. Everywhere people laughed for joy, saying, "The snow! Why, even old Mother Nature dressed for the king's birthday."

The Literature Class

GLIMPSE AT THE LIFE AND WORKS

OF FRANCIS THOMPSON.

By Sister Mary Teresa, St. Joseph's Academy, Greensburg, Pa.

It is a sad fact that often the noblest ideals are frustrated, that the lives of persons of upright intention and rare ability are embittered, yea, often shortened by a lack of appreciation while the brows of their less gifted contemporaries are twined with laurel by an admiring multitude.

One of these blighted lives seems to have been that of Francis Thompson who at the age of eleven entered Ushaw College near Durham to study for the Church. Later he was sent to Owens College, Manchester, to qualify as a physician, but his distaste for the medical profession together with his love for reading caused him to fail in his examinations.

Whatever happened between him and his father at this crisis, we next find him battling with want in the world's great metropolis. In vain he tried to procure the means of staying hunger's pangs by selling matches and engaging in other such lowly works. Sometimes his only shelter at night was the canopy of heaven.

But low living did not prevent high thinking, and this rival of the Psalmist wrote his thoughts on scraps of paper taken from the garbage piles of London. Thus he practised in an extreme degree what he afterwards taught in regard to poetic diction: "In poetry as in the Kingdom of God, we should not take thought too greatly wherewith we shall be clothed, but seek first the spirit and all these things will be added unto us."

In his wailing over a brother poet, Mangan, Thompson seems to be describing his own miseries: "Outcast from home and health, with a charred past and a bleared future, deposed from a world which he has not abdicated, a poet hopeless of the bays and a martyr hopeless of the palms, a land cursed against the dews of love, and an exile banned and proscribed even from the innocent arms of childhood."

At length, however, his literary ability was sufficiently recognized to bring him the necessities of life, but his masterly "Essay on Shelley" did not find a publisher till after his death, which occurred in 1907; and many are only now becoming acquainted with the rich legacy that he has left to the world's literature. Besides the essay just named, his other prose works are "Health and Holiness," a study of the relations between the body and the soul, also a comprehensive Life of St. Ignatius of Loyola which gives an interesting account of the origin of the saint's "Spiritual Exercises" as well as of the founding of the Jesuit Order, that great bulwark of the Church.

To poetry Thompson has contributed "Poems," "New Poems" and "Sister Songs." In the last he has, according to *The Spectator*, "raised a magnificent temple to childhood and innocence."

His writings are noted especially for profound thought, lofty diction, harmonious combinations, and splendor of imagery. His "Hound of Heaven," along with containing "all the harmonies of a symphony," is a veritable picture gallery, the title itself being a figure of surprising originality. The association of the words hound and Heaven is startling until we learn that by "The Hound of Heaven" the author means God Himself and shows us in the poem that God's love pursues the erring soul with infinitely more insistence than the hound pursues the hare.

At the entrance we behold his "arches of the years," "labyrinthine ways," "vistaed hopes," "Titanic glooms of chasmed fears," "hearted casements," "pale ports of the moon" and "skyey blossoms." This array recalls Shakespeare's delineation of a poet. It is evident that Thompson's eye glanced "from earth to Heaven," that his imagination bodied "forth the forms of things unknown" and that his pen gave not only to "airy nothings" but far more to the inner workings of the soul "a local habitation and a name."

His intercourse with nature bears a strong resemblance

to what he has depicted of the poet Shelley. He flees across "the margin of the world" and troubles "the golden gateway of the stars;" Shelley "plays truant from earth and is gold-dusty with tumbling amidst the stars." Thompson clings to the whistling mane of every wind whether it sweeps "The long savannahs of the blue, Or whether, Thunder-driven," it "clangs his chariot, plashy with flying lightnings;" Shelley chases the rolling world, slips into Heaven's meadow, and teases into growling the kenneled thunder and laughs at the shaking of his fiery chain."

We see Thompson

"Wantoning
With our Lady-Mother's vagrant tresses,
Banqueting

With her in her wind-walled palace,
Underneath her azured dais"
while Shelley "sits in the lap of patient nature and twines her loosened tresses after a hundred wilful fashions, to see how she will look in his song."

Is there not some analogy too between Thompson's "chalice Lucent weeping out of the dayspring" and Shelley's "dripping well of imagination?" Are not the clouds "Spumed of the wild sea-snorting the same as 'the clouds that are snorted from the sea's broad nostrils?'"

The reference to children in the "Hound of Heaven" also takes us back to passages in the "Shelleian Essay": "Know you what it is to be a child? It is to have a spirit yet streaming from the waters of Baptism; it is to believe in love, to believe in belief; it is to turn pumpkins into coaches, and mice into horses, lowness into loftiness and nothing into everything; it is—

To see a world in a grain of sand,
And a Heaven in a wild flower."

"Children's griefs are little, certainly; but so is the child, so its endurance, so its field of vision, while its nervous impressionability is keener than ours. Grief is a matter of relatively; the sorrow should be estimated by its proportion to the sorrower; a gash is as painful to one as an amputation to another. Adult fools, would not angels smile at our griefs, were not angels too wise to smile at them?"

But, as Shelley, alas! was an atheist, there is a spiritual element in Thompson's master poem for which there is no parallel in the essay.

At intervals we meet the ever faithful "Hound" and hear these successive pleadings:

"All things betray thee, who betrayest Me."
"Naught shelters thee, who wilt not shelter me."
"Lo! naught contents thee, who content'st not Me."
"Lo! all things fly thee, for thou fliest Me."
"Thou dravest love from thee, who dravest Me."

Grace has conquered and we have an exquisite portrayal of resignation in the line: "Naked I wait Thy love's uplifted stroke!" and of confession and contrition in the following:

"In the rash lustihead of my young powers,
I shook the pillaring hours
And pulled my life upon me; grimed with smears,
I stand amid the dust o' the mounded years—
My mangled youth lies dead beneath the heap,
My days have crackled and gone up in the smoke.
Have puffed and burst as sun starts on a stream.

My freshness spent its wavering shower in the dust;
And now my heart is as a broken fount,
Wherein tear-drippings stagnate, split down ever
From the dark thoughts that shiver
Upon the sighful branches of my mind."

When the trumpet of the "Cypress-crowned" made its final summons from the "half-glimpsed turrets of the hid battlements of Eternity," there is no doubt that this tremendous Lover outstretched His hand caressingly and, to His found penitent, said:

"All which thy child's mistake
Fancies as last, I have stored for thee at home.
Rise, clasp my hand and come."

During our tour of this gallery, have we not had occasion to say with Katherine Hearne Kelly:

"Now his rich fancy floods with sunset hues
My following soul, and my weak punius fail
While he soars singing with the mountain wind,
Runs with the wave and roams among the stars?"

Though Francis Thompson became neither a physician nor a priest, he, to some extent by his highly instructive writings, has done the work of both, and moreover

"He is Christ's soldier with the pen for sword
He learned the story of life's

Heaven and Hell,

Became a child again and wrote it well."

SPECIAL NOTE: We commend to all our readers the practice of remitting for subscription at the start of the new school term. This disposes of the matter for the whole year and saves you the extra postage charge imposed by the government on subscriptions in arrears.

SOLDIERS OF CHRIST, ARISE!

(Before or after a reception of Members to a Sodality, Confraternity or Society.)

REV. H. G. GANSS.

1. Sol-diers of Christ, a - risel And put your ar - mor on, Strong in the strength which
2. Sol-diers of Christ, a - risel The God of ar - mies calls Un-to His man-sions
3. Crushed is the haughty foe, His might his glo - ry, gone; But ye with vic-tory

God sup-plies Through His e - ter - nal Son; Strange is the Lord of hosts And
in the skies, His ev - er - last - ing halls, Be-hold the angel host appears To
crowned shall go To Christ's e - ter - nal throne. There shall the con-queror rest, And

in His migh - ty power, Who in the strength of Je - sus trusts Is more than con-quer-
wel-come you to bliss; Oh! what is earth, its sighs and tears, Its joys compared to
in that blest a - bode, For - ev - er reign a - mid the blest, Tri-umphant with his

or. Who in the strength of Je - sus trusts Is more than con - quer - or.
this! Oh! what is earth, its sighs and tears, Its joys, com-pared to this!
God. For - ev - er reign a - mid the blest, Tri - umphant with his God.

WHAT THE PARENTS HAVE A RIGHT TO EXPECT FROM SCHOOL INSPECTION.

(Dr. W. A. Evans, Chicago.)

Parents as a group have a right to demand:

That contagion will be less than in uninspected cities of the same size in the same climate.

That epidemics will be more than twice as far apart as before school inspection.

That it will never be necessary to close the schools for contagion.

That each generation will grow up stronger than its predecessor.

That there will be fewer deaf, fewer hunchbacks, fewer cripples.

That eventually, the schools shall be properly ventilated.

Every parent has the right to expect his child to have fewer colds, fewer coughs, fewer sore throats, less rheumatism and less heart disease than prevailed before inspection, to go through his school life without ever having been in danger of smallpox or losing a day from this contagion.

To go through school life without having diphtheria.

His child's chance of scarlet fever to be reduced to one out of six; of measles and whooping cough to be less than before school inspection.

To be told when sore throats are due to diphtheria and when to ordinary bacteria.

Not to get lice or itch or ringworm in school, or, if the child does, the school inspection shall correct the condition promptly.

To have headaches rarely or never; not to be tired at night, or listless, or pale and flabby looking.

That the child shall not become a mouth breather or get to be lantern jawed.

That he shall want to play, enjoy play and know how to play.

That he shall make at least one grade a year and every year or so an extra grade.

That if he be feeble minded, or deaf, or blind, or crippled, or tubercular, he shall be cared for by special

teachers in special schools and in a special way.

The parent should support his child in school, making little or no money during the school years.

That is about what the law says and it is good sense and good judgment as well.

If the parent is forced by law to keep his child in school for six hours a day five days a week for ten months a year for eight years, he has the right to insist that the schoolroom be well ventilated; that contagion be kept out of the group, and that the school do everything it can for the physical welfare of the children to the end that they study better, learn faster, and grow up in strength.

The Rear Platform.—The homely advice, "Don't put your headlight on the rear platform," has a wealth of suggestion behind it that no teacher can afford to overlook. We owe much, very much, to the past; but we are not living in the past, and we must remember that there is an element of timeliness in all things that change. The extreme conservative we have ever with us who clings to traditions merely because they are traditions. To ignore the past were folly; but to ignore the present and the claims of the present were not wisdom. Let us, if we will, hang lingeringly over the railing of the observation car and dwell with complacency and reverence on the long line of track that we have left behind us; but let us keep the headlight where it belongs.

"That the Catholic School Journal is doing a great work is fully appreciated by teachers in our position—remote from the large centers of population with their various opportunities for professional advancement. The magazine is worth many times its cost, and in giving so much of real help and practical value each month for the small fee of 10 cents, you are rendering assistance to Catholic schools in general, the importance of which cannot be overestimated. More power to you and to all who cooperate in your worthy and necessary magazine."—S. S. M., Oklahoma.

The Kingsley Outline Studies

Are Distinguished from All Others by the Following Features:

1. They open with a brief paragraph on "Preparatory Work," which helps the pupil to get his bearings, to place the book to be studied in its proper setting in the general scheme of history and of literature.
2. They require the pupil to read the book three times, studying it critically each time from a different viewpoint.
3. They close with a section on "Supplementary Work," including a valuable list of theme subjects and examination questions.
4. Throughout, the Kingsley Outlines are almost wholly in the form of suggestion and direction rather than of assertion. They raise questions and set the pupil at work to do his own thinking. They are not a crutch, but an inspiration.

The Kingsley Outline Study Series Includes:

- 72 Outline Studies on as many English Classics. Each Outline, 15 cents.
- 10 Outline Studies in Latin, covering Caesar, Cicero and Virgil. Each Outline, 30 cents.
- 5 Outline Studies in History: English, United States, Grecian, Roman and Ancient. Boards, cloth backs. Mailing price 35 cents each, except English, which is 46 cents.
- 1 Outline Study in English Grammar, Boards.....25 cents
- 1 Outline Study in Geography, Boards.....25 cents

Partial List of the English Outlines:

Silas Marner, Sir Roger de Coverly Papers, Julius Caesar, The Merchant of Venice, The Vicar of Wakefield, The Ancient Mariner, Ivanhoe, Carlyle's Essay on Burns, The Princess, The Vision of Sir Launfal, Macbeth, L'Allegro and Il Penseroso, Comus, Lycidas, Burke's Speech, Lady of the Lake, Idylls of the King, Evangeline, Hwathra, Snowbound, Rip Van Winkle, The Legend of Sleepy Hollow, The Lay of the Last Minstrel, Marmion, The Man without a Country, Christmas Carol, A Midsummer Night's Dream, As You Like It, The Last of the Mohicans, The Deserted Village, A Tale of Two Cities, Poe's Poems, Franklin's Autobiography, Lorna Doone, Lays of Ancient Rome, Sesame and Lilies, The Sketch Book, Prologue to Canterbury Tales, The Faerie Queen, Book I, Heroes and Hero Worship, Treasure Island, Narrative Episodes from the Old Testament, Homer's Iliad, Homer's Odyssey, Hymn of the Nativity, The Traveller.

Send 15 cents for a sample Outline and complete list.

THE PALMER COMPANY

126 Boylston St., Boston, Mass.

NEVER DISAPPOINTS

HOW COULD IT

When Barnes Practical-Course pupils make more rapid progress?

"My class is at present far ahead of last year's class, which used the text."—W. H. Higbie, Huntington, L. I., High School.

When they are interested from start to finish?

"Practical, simple, concise, and scientific in its methods. Holds the interest of pupils from first to last."—M. S. Cole, Marion, Ind., Normal.

When they learn the **SHORTHAND** that wins style of **SHORTHAND** when up style of **SHORTHAND** against the real thing, but wastes no time on useless theories?

"Can produce better stenographers with it than with any other system in use."—Horace F. Robinson, Federal Business College, Perth, Ont.

"The most teachable text I have used. It contains all the wheat, with the chaff eliminated."—Frank J. Lorenz, College of St. Thomas, St. Paul, Minn.

When they read their notes better.

"Our pupils were never so sure of their notes." Binghamton, (N. Y.) School of Business.

A great boon to Catholic Schools. Barnes Theory Certificates, inexpensive, are greatly prized by worthy pupils.

Investigate Practical-Course to-day at our expense. Paper-bound copy FREE to any shorthand teacher giving name of school and specifying either Benn Pitman or Graham.

THE BARNES PUB. CO.
ARTHUR J. BARNES ST. LOUIS, MO.

Religious Teaching.

Eight hundred Roman parents have applied this year to the Roman municipality to have religious instruction given to their children in the communal schools. The law is that when a majority of a communal council is opposed to religious instruction as part of the curriculum in the public schools, "the school buildings shall be given for said instruction on days and hours to be fixed by the provincial school council." For five years Nathan and his friends have calmly defied this law—which is sad; for five years the Catholic parents of Rome have allowed their sacred rights in the matter to be violated, almost without protest—which is sadder; after five years only 800 Roman parents even apply for the religious instruction which the law still allows them—and that is the saddest of all. The facts have to be chronicled (if for no other reason, because they have been published in the Roman papers), and they prove again the bitter truth of the Holy Father's words: "The chief strength of the enemy is the apathy of the good."—Rome.

Religions of the World.

Dr. Zeller, director of the Bureau of Statistics, Stuttgart, Germany, estimates the world's population, classified according to religious adherence, as follows: The total of the human race is 1,544,510,000, of whom 534,940,000 are nominally Christian, 175,290,000 are Mohammedans, 10,860,000 are Jews, and 823,420,000 are classed as heathen. Of these latter 300,000,000 are Confucians, 214,000,000 are Brahmins, and 121,000,000 are Buddhists. Others adhere to various strange religious cults. Out of every 1,000 inhabitants of the earth there are nominally 346 Christians, 114 Mohammedans, 7 Israelites, and 533 of other religions. From the standpoint of human probability, the evangelization of the whole world is a task that baffles our expectation, but our Lord said, "All authority hath been given unto Me in Heaven and on earth, Go ye therefore, and make disciples of all the nations."

Pays \$147,500 for Madonna.

The most important art auction ever held in Germany occurred recently in the Lepke auction rooms in

Berlin, when the collection of old masters belonging to the estate of the late Edward F. Weber, a leading merchant of Hamburg, was put up for sale.

Collectors and dealers from all parts of Europe and America were in attendance, and the bidding for some of the more noted canvases was very spirited.

Francis Kleinberger, an art dealer of Paris, gave \$147,500 for the splendid "Virgin and Child" by Andrea Mantegna. Mr. Kleinberger was acting for an American buyer, whose identity is withheld.

The Bureau of Education, Department of Interior, Washington, D. C., offers free to school officials circular matter of interest and value on current education matters. Schools may be enrolled on the mailing list of the bureau by making application direct to same.

Plans for a \$60,000 building to be added to the present school buildings of St. Peter's Church, Ft. Wayne, Ind., have been completed, and it is announced that work on the structure will begin early in the spring.

More than 90 per cent of South America is Catholic. It is the greatest Catholic continent.

HOW CATHOLICS SAVE

On English Classics, Library Books, Plays, Teachers' Helps
Magazine Subscriptions and other School Supplies

RESPECTED SISTERS:—We can save you time, money and worry by supplying in one parcel, on one bill, charges prepaid, the lines you would otherwise have to secure through several different firms at increased cost.

WE GUARANTEE YOU

Publishers' Lowest Wholesale Prices

on all the following lines for which we are
Publishers' Agents

Lakeside Catholic Classics
Lakeside General Classics
Great Lakes Series
Instructor Literature Series
Parker's Penny Classics
Picture Study Leaflets

F. A. Owen Co. Teachers' Helps
Kingsley Outlines
Kennedy's Catholic Plays
Murphy's Catholic Plays
Berning's Catholic Plays
Sadlier's School Books

You can order from any Catalogs you may have on hand or write to us for Catalogs

Mail All Your School Orders to

Lyman A. Skinner Co.

125 Pingree Avenue, DETROIT, MICH.

CATHOLIC NEWSPAPERS.

Special introductory offer of two old and popular Catholic weeklies. Especially strong in church news from all parts of the world, and in general literary features.

This ad. and 50 cents will entitle you to \$1 subscription credit on either of the following papers. Good for new subscriptions only:

The New Century, Washington, D. C.—the great Catholic weekly of the Eastern and Southern States.

The Northwestern Chronicle, St. Paul, Minn., for 48 years the leading Catholic weekly of the Central and Northwestern States.

Send your orders direct to The Citizen Subscription Bureau, P. O. Drawer 36, Milwaukee.

DRAW LINES THROUGH SUBJECTS IN WHICH YOU ARE INTERESTED WRITE YOUR NAME AND ADDRESS BELOW AND MAIL TO THE SCHOOL	
NORMAL DEPT. - Strong Reviews One or More Branches in a Course	
Arithmetic	Physics
Elementary Algebra	U. S. History
Higher Algebra	Civil Government
Bookkeeping	Elementary Economics
Plane Geometry	Pedagogics and Methods
Grammar and Analysis	History of Education
Reading	Educational Psychology
Composition and Rhetoric	Physiology and Hygiene
Am. and Brit. Literature	Geography
General History	Physical Geography
Music	Elementary Agriculture
Drawing	Botany
ACADEMIC DEPT. - EACH SUBJECT IS A COURSE	
Arithmetic	First Year Latin
Elementary Grammar	Second Year Latin
English Grammar	Practical Rhetoric
Rhetoric and English	Eng. and Am. Literature
Composition	Physics
Elementary Agriculture	Botany
Algebra	Ancient History
Geometry	Med. and Modern History
United States History	
SPECIAL COURSES	
Pharmacy	COMMERCIAL DEPT.
Primary Methods	Business
Intermediate and Grammar School Methods	Shorthand
	Typewriting
NAME.....	
ADDRESS.....	
Catholic School Journal 1-Sept.	

APPROVED COURSES OF STUDY

THE Interstate School is always determined to serve members of Sisterhoods more perfectly than they can be served by any other institution of the kind. We are now prepared to announce new accredited relations which should personally interest every Sister who feels the need of more extended preparation for her work in the schoolroom:

The Catholic University of America, at Washington, will give credit for work done in the advanced department of the Interstate School of any Sister who may enter the University for further study. More than twenty-five great schools now officially recognize our instruction as being entitled to the same recognition as is given work done in residence. We are particularly pleased to place the Catholic University credits at the command of our friends.

This is teacher's correspondence schools; your interests are our personal interests. We offer Normal Courses for strong reviews; Primary Methods and Intermediate and Grammar Methods for all grades, from first to eighth, devoted solely to methods of teaching; and Academic branches for advanced study. Scores of members of various Sisterhoods are studying our Academic branches, and we are giving them service which exactly meets their needs.

Write to-day for information

Interstate School of Correspondence

627-629 WABASH AVENUE CHICAGO, ILL.

Progress Among Catholic Colleges

Creighton University, Omaha, has now a physics laboratory for high school students and has put in additional apparatus and strengthened courses of study. St. Thomas College, St. Paul, Minnesota, has added up-to-date apparatus by adding advanced physics last year and getting an additional professor of science this year. Notre Dame University has enlarged chemistry and physics laboratories and has added a course in special physics and meteorology. Manhattan College put in \$500 worth of apparatus recently. St. Joseph's College, Dubuque, Ia., has put in some new apparatus. St. Viator's College, Kankakee, Ill., has improved its laboratories and put in about \$800 worth of apparatus besides strengthening courses of study and adding two professors.

New Laboratories.

St. Patrick's College, Columbus, Ohio, has a new \$30,000 building, including laboratories, under construction and has strengthened the courses in mathematics. St. Michael's College, Vermont, has now in addition to the chemical laboratories a laboratory for physics and physiography. St. Stanislaus' College has now fully equipped laboratories, physical, chemical and biological, with new apparatus. St. Cyril's College, Chicago, has added apparatus and strengthened courses of study. St. Mary's College, Oakland, Cal., has added an elementary chemical laboratory, an advanced chemical laboratory, a physical laboratory and one professor of chemistry and two of physics. Columbus College, Chamberlain, S. D., has put in complete apparatus and has two professors of science. St. Ignatius' College, Cleveland, has re-equipped biological and physical laboratories, enlarged the chemical laboratory, put more hours in the courses and added a professor.

Change in Mathematics.

In mathematics, the matter has been redistributed, trigonometry being put in the high school and college mathematics made optional. St. Joseph's Collegiate Institute, Buffalo, has new laboratories for physics and chemistry and new apparatus in mathematics, spherical trigonometry has been added in the high school course. La Salle Academy, Providence, R. I., has put in \$800 worth of apparatus and has now two teachers of physics. College of St. Francis Xavier, New York City, put in about \$800 worth of apparatus recently. In mathematics, the two and one-half years of algebra have been arranged to be taken successively instead of placing geometry between intermediate and high algebra, as formerly. Loyola College, Baltimore, has been adding to its scientific apparatus and has six professors of science.

\$130,000 Science Hall.

St. Xavier College, Cincinnati, has fitted up a biological laboratory and added a professor of biology. Courses in physics and chemistry have been improved and laboratory work has lengthened. St. Ignatius' Academy (Loyola University), Chicago, has renovated its laboratories and introduced physics and chemistry into the high school department. In mathematics, trigonometry has been put into the last semester of the high school and the standard of college work has been raised. Loyola Academy recently erected the Cudahy Science Hall, a \$130,000 gift.

Other Improvements.

Marquette University, Milwaukee, erected an engineering building two years ago and has since equipped its laboratories for full courses in engineering. Niagara University has a science building, three laboratories, all necessary apparatus and three professors of science. Duquesne University, Pittsburgh, has remodelled and equipped the laboratories, put in \$2,000 worth of apparatus, amplified the courses of study and added two science professors. The University of Detroit has equipped its physical laboratory at an expense of about \$2,000. De Paul University, Chicago, has rearranged its laboratories and put in \$5,000 worth of apparatus for the higher courses in engineering. St. John's University, Minnesota, has a new science building which cost \$40,000; ample laboratories have been provided and additional apparatus to

the value of \$3,000 has been installed.

St. Louis University has remodelled its science building, and greatly enlarged the space devoted to physics and biology. Much apparatus, both for high school and collegiate work, has been added and an observatory

Learn to Compose and Arrange Music

Taught by Mail, successfully, practically, rapidly. Send a 2-cent stamp for trial lesson. **THREE TRIAL LESSONS FREE.** If not then convinced you'll succeed, **YOU OWE ME NOTHING.** You must know the rudiments of music and **MEAN BUSINESS**, otherwise don't write.

To Whom It May Concern:—

Dear Sir:

"This is the thing," was my exclamation after having carefully examined the first three lessons, and I am happy to say that my admiration went on deepening with time and study. In fact, no other method, during my thirty-five years' experience as teacher, appealed to me so forcibly, and that on account of its striking lucidity and condensation.

Mr. C. W. Wilcox has the rare talent of rendering difficulties not only accessible, but even attractive; his secret being to administer "preventatives" to avoid "cures," which he does in a most luminous and persuasive way of his own.

That harmony cannot be successfully taught by correspondence is a prejudice which must necessarily disappear in presence of so many proofs to the contrary, that the numerous pupils of this distinguished harmonist are ready to indorse.

SISTER MARY, of St. Agnes of Jesus,
Good Shepherd Convent, Quebec, Canada.

WILCOX SCHOOL OF COMPOSITION

C. W. WILCOX, Director
Box X, 225 Fifth Ave., New York

What a Satisfaction
to use the new India-Paper edition of

WEBSTER'S NEW INTERNATIONAL!

Only half as thick, only half as heavy as the Regular Edition. Printed on expensive, thin, strong, opaque, imported India Paper. Excellent printing surface. Clear impression of type and illustrations. So light, so convenient, that you will use it at every opportunity. Size 12 $\frac{3}{4}$ x 9 $\frac{1}{4}$ x 2 $\frac{1}{2}$ inches. Weight, 7 lbs.

Regular Edition. Printed on strong book paper of the highest quality. Size 12 $\frac{3}{4}$ x 9 $\frac{1}{4}$ x 5 inches. Weight, 14 $\frac{3}{4}$ lbs.

This new creation is far more than a dictionary, being equivalent in type matter to a 15-volume encyclopedia. It answers with final authority all kinds of questions in language, history, geography, biography, trades, arts, and sciences, sports, etc. The only dictionary with the new divided page, characterized, as "A Stroke of Genius."



India-Paper Edition

More than 400,000 Words. 2700 Pages. 6000 Illustrations.
The school books of the country follow the Merriam-Webster system of diacritically marked letters.

WRITE for the story of "Jack," free if you mention this journal.
G. & C. MERRIAM CO., Springfield, Mass.

The
**Merriam
Webster**

ACADEMY OF OUR LADY.

Ninety-fifth and Throop Sts., Chicago, Ill.
Boarding School for Young Ladies, conducted by the School Sisters of Notre Dame. Combining advantages of city and country. Commercial and high school. Courses together with Conservatory of Music and Art Studio. The Rock Island Railroad and various street car lines afford access to the Academy. Address

SUPERIORESS, ACADEMY OF OUR LADY.

CATHOLIC NORMAL SCHOOL AND PIO NONO COLLEGE

ST. FRANCIS, WIS.

The Normal Department offers a complete course in all branches necessary to fit its graduates for positions of teachers and organists.

The Music Course is intended for students wishing to prepare themselves exclusively for the office of organist and choir-director.

The Commercial Course is complete in all its details, including instruction in Phonography and Typewriting.

For catalogue and further information address **THE RECTOR.**

St. John's University

Collegeville, Minn.



LARGEST and best-equipped Catholic boarding college in the Northwest. Conducted by Benedictine Fathers. Unrivalled location, 75 miles northwest of the Twin Cities. Splendid facilities for recreation and study. Terms: \$220 per annum. For catalog, etc., address

The Very Rev. RECTOR

BEFORE DECIDING WHERE TO ATTEND SCHOOL

Send for Catalog of
VALPARAISO UNIVERSITY

(Accredited)
Valparaiso, Indiana

One of the Largest Universities and Training Schools in the United States

25 Departments **Excellent Equipments**
187 Instructors **School the Entire Year**

Students may enter at any time and select their studies from any, or from many of the following

DEPARTMENTS: Preparatory, Teachers', Kindergarten, Primary, Pedagogy, Manual Training, Scientific, Classical, Higher English, Civil Engineering, German, French, Spanish, Italian, Law, Pharmacy, Medical, Dental, Elocution and Oratory, Music, Fine Art, Commercial, Penmanship, Phonography and Typewriting, Review.

The Expenses are Made so Low that anyone can meet them. General Tuition \$18 per quarter of 12 weeks. Board and furnished room \$1.70 to 2.75 per week.

Catalog giving full particulars mailed free. Address.

H. B. BROWN, President, or O. P. KINSEY, Vice-President.

CALENDAR: Winter Term opened December 10, 1912; Spring Term, March 4, 1913; Summer Term, May 27; Mid-Summer, June 24.

for seismology and meteorology has been equipped. Boston College has added a laboratory and one additional professor of science. The Catholic University of America has recently erected an engineering building at a cost of \$150,000, has enlarged the laboratories to the best possible advantage, has put in \$5,000 worth of apparatus and has secured four additional professors of science.

More Catholic High Schools.

Catholics of Philadelphia, "the City of Brotherly Love," starting twenty years ago with a boys' high school, led the Catholics of America, it is declared, in providing high schools to round out their parochial school systems. Not long since, the Catholics of that city opened a girls' high school, the event being celebrated throughout the archdiocese.

Now New York is to have its first Catholic high school, to take students from the parochial schools of grammar grades. The Jesuits are leading in the movement, and the new building will cost \$500,000. Work on it is to start at once. It will accommodate 1,500 pupils, and have an auditorium seating 1,700. It will give prominence to industrial studies, since so large a proportion of Catholic boys and girls must stop school in their teens and go to work.

About 5,000 Catholic parishes in all America have parochial schools, their number increasing by about 400 each year. In them are about 1,500,000 scholars. Boston, Chicago, Milwaukee, Seattle, St. Louis, St. Paul, Detroit, Columbus, Cincinnati, Denver and other cities have Catholic high schools and colleges that carry on high school work. The New York high school is to be connected with the parish of St. Ignatius Loyola, and located on the east side of Central Park.

Welfare Work Under Catholic Auspices.

Cardinal Farley and about thirty well known Catholics are incorporators of the United Catholic work of New York, which has been formed with the approval of Supreme Court Justice Guy. Its object is to promote settlement and day nursery clubs and homes for boys and girls, employment bureaus, hospitals for the sick and convalescent, homes for the aged, agencies to promote the welfare of the poor and unfortunate, fresh air accommodations and summer outings, social reform in all its phases, prevention of crime and protection of immigrants.



Hygieia Dustless

The perfect dustless crayon.

It has no rival. Made from 95% pure chalk.

Samples free upon request.

The American Crayon Co.

SANDUSKY, OHIO

THE COLLEGE OF ST. ELIZABETH

Convent Station
New Jersey

(One hour from New York City)

A CATHOLIC INSTITUTION FOR WOMEN

COLLEGE — Four years' course leading to the degree of B. A. and B. S. **SCHOOL OF PEDAGOGY** — Required for entrance, two years' of college work. **SCHOOL OF MUSIC** — A course leading to the degree of B. M.

ACADEMY — A High Course of four years. Full college preparatory grade. Grammar and Primary departments separate.

Registered by the University of the State of New York and New Jersey State Board of Education. Apply for Year Book to the Secretary.

Books

WOULD you like to secure better results in your school?

Are your graduates giving satisfaction and adding to the honor of their school? If not, look for the cause.

No school can stand still or go backward, and survive. There must be progress. Methods and Books should be modern.

Our Practical text-books are an important element in the success of thousands of schools. In these books the essential facts are clearly presented in such a manner that they are easily taught and easily learned, and the results are lasting.

There is a Practical text-book for every branch of commercial school work. Write for catalogue, sample pages, and prices. We pay the freight.

THE PRACTICAL TEXT BOOK COMPANY

1737 Euclid Avenue.

Cleveland, Ohio.

Remarkable Celebration.

A remarkable celebration, one that has rarely if ever occurred in Indiana, took place recently at the Convent of the Sisters of St. Francis, Oldenburg. Seven Sisters of the order celebrated their golden jubilees as nuns and five celebrated their silver jubilees.

Catholics of Dodge City, Kan., are to open a new school in the old Soule College, founded about thirty years ago by the Rochester millionaire who dreamed of making Dodge City the

seat of learning in Western Kansas. It was conducted as a Methodist school for a number of years and then closed.

Unification of Sisters of Mercy.

At the close of the annual retreat, Sunday morning, June 29, the community of Sisters of Mercy of North Carolina, founded by Bishop England in 1829, were united with the Sisters of Mercy founded by Mother McAuley and approved by Pope Gregory XVI in 1841. This unification has long been sought by the North Carolina Sisters.

Train Bandit Exempts Nuns.

Four Sisters of Mercy were in the car on the Great Western train that was robbed near Oelwein, Ia., last month. Placing a bag over the end of the seat the bandit, at the point of his guns, compelled all the passengers to march to the end of the car and there deposit their valuables. The only ones exempted from the order were four Sisters of Mercy, who, upon starting to obey the command, were waved back to their seats.

Brother Hosea's Jubilee.

Brother Hosea of De La Salle Institute, Martinez, Cal., has just observed the sixty-third year of his connection with the Order of the Christian Brothers.

July 11, 1850, Brother Hosea entered the novitiate of the Christian Brothers at Quebec, being then 17 years of age.

He will be 80 years of age on the 3rd of October next. Despite his age he is still hale and hearty, and far from being an eligible for the "down and out."

Indians at School.

Nearly 50,000 Indian children went to school last year, more than half of them being educated at government schools. Mission schools cared for 3,000, and more than 17,000 had so far adopted the white man's ways as to be enrolled in regular public schools, according to a statement on Indian education furnished by the Indian office to the United States bureau of education.

Xaverians Return from Golden Jubilee.

Among the passengers who arrived in New York recently on the White Star Line steamship Oceanic were Brothers Isadore, Ambrose, Philip and Polycarp, of Baltimore, and Brother Peter, of Danvers, Mass., the five representatives of the Xaverian Order in America who recently attended the golden jubilee of Brother Chrysostom, superior of the Xaverians, at Brussels, Belgium.

Anti-Garb Bill Defeated.

A bill recently introduced in the General Assembly of Florida embodied the provisions of the notorious Valentine anti-religious garb order regarding the Indian schools. It was the emanation of the brain of a bigot, whose heart rankled with anti-Cath-

STUDENTS' CAPS AND GOWNS

CLASS HATS AND CAPS

FLAGS, PENNANTS, COLLEGE RIBBONS, ETC.

Direct from the Manufacturers

Wm. H. Smith & Sons

27 N. Fourth St., Philadelphia, Pa.

Correspondence Invited

Supplementary Arithmetic

Leaflets (graded), used in Cleveland Public Schools.

Send 10 cents for sample, stating grade.

The Britton Printing Co., Cleveland, O.

Address School Dept.

ELSON

Primary School Readers

Book I, for the first grade...\$0.32

Book II, for the second grade 0.40

Book III, for third grade..... 0.45

Book IV, for fourth grade..... 0.45

Grammar School Readers

Book I, for the fifth grade.....\$0.50

Book II, for the sixth grade.... 0.50

Book III, for the seventh grade 0.60

Book IV, for the eighth grade 0.60

Reading from the best literature with a plan that promotes thoughtful reading. Sisters interested will be sent a copy of the Manual for the Grammar Grade books, free of all charges.

SCOTT, FORESMAN & CO.

Chicago.

New York.

"CLOISTER CHORDS,

An Educator's Year Book."

A new book by Sister M. Fides (Convent of Mercy, Pittsburg, Pa.), a well known writer on art, literary and educational topics.

The contents of the book will interest and help religious teachers of every grade. Mailed postpaid for 25 cts. Address, Ainsworth & Co., 378 Wabash Ave., Chicago, Ill.

The publishers of The Journal are giving Catholic teachers as complete and expensive a school magazine as any in the United States—secular or otherwise. Show your appreciation of the special efforts made in your behalf by seeing that your account is paid up for the current school year. Remember that by remitting now you get the magazine for \$1, while for those who have to be billed later on, the price is \$1.50.

FREE

Booklet Showing
Laundry Machines

Save Labor and
Expense. Write to-
day for full particu-
lars.

AMERICAN MANGLE & ROLLER CO.
Racine, Wis., U. S. A.



COITRELL & LEONARD

472-478 Broadway
ALBANY, N. Y.

Official makers of Aca-
demic gowns to the Amer-
ican Colleges from the
Atlantic to the Pacific.
OXFORD CAPS, \$1.00 and up
Write for illust'd bulletin

COSTUMES FOR SCHOOL PLAYS

We furnish costumes, wigs, etc., for all plays and operas. Guarantee satisfaction and make lowest rates for rental. Full line of stage make up.

The business of **L. Hagemann & Co.,** Chicago, Ill., has been taken over by

FRITZ SCHULTZ & Co.,

19 W. Lake St., Chicago, Ill.

"Justrite"
WRITING FLUID POWDER
his Powder makes a Writing
Fluid equal to any sold in liquid form.

Writes a bright blue; turns a permanent black. Will not fade like the ordinary inks. It is the ideal ink for Banks, Offices, Business Colleges, etc., where the best grade of ink is required.

"JUSTRITE" BLACK INK POWDER makes a very good ink for ordinary letter writing or common school use. No FREEZING; NO BREAKAGE OR LEAKAGE; NO FREIGHT TO PAY.

"Justrite" Cold Water Paste Powder. This Powder makes a very good substitute for Libray Paste, costing only about one-fourth as much. Will not spoil; can be mixed as needed in cold water; no cooking necessary. Put up in sealed packages. Special inducements to School Boards and users of large quantities. Prepared by

George Manufacturing Co. (not incorporated)
2931 W. Harrison St., Chicago, Ill.

CRAYONS

For all purposes. Our "Crest Light," "Artco Pastel," "Omega," and Nos 18 and 218 are especially adapted for fine color work in schools.

Write for samples.

**The Standard Crayon Mfg.
Company,**
DANVERS, MASS.

The Catholic School Journal

olic hatred because the classes of a public school in St. Augustine are conducted by teachers who are members of a Catholic Sisterhood. The passage of the bill was, of course, advocated by the anti-Catholic press of the state.

Prominent Educator Dies.

Rev. Brother Eliphus Victor (John Joseph McConnell) died last month at St. Vincent's hospital, New York, of cerebral paralysis. He was born in Philadelphia on October 27, 1860, and entered the religious order of the Brothers of the Christian Schools in 1876. Since that time he had taught almost continuously in New York.

Brother Maurelian Stricken.

Brother Maurelian, the veteran educator, was stricken by paralysis a few weeks ago.

Mother St. Mary of the Immaculate Conception of the Ursuline Convent, Cleveland, Ohio, has just observed her diamond jubilee of profession as a nun.

Sister Mary Anastasia of the Visitation Academy, St. Louis, celebrated her golden jubilee in commemoration of her fiftieth anniversary on August 25.

An Educational Stimulus.

Annually for the past eight years the Sisters of Providence have held examinations for the purpose of distributing ten scholarships at their Academy, Our Lady of Providence, corner of Albany and Van Buren, Chicago, admitting thereto eighth grade graduates from parochial schools and awarding to the successful contestants a high school course at the Academy. In 1905 forty-one students took the examination and there were awarded ten scholarships. In 1906 there were fifty-nine applicants, representing eight different parishes. The number has steadily increased until this year there were two hundred fifty-one applicants from twenty-eight parishes. The standard of scholarship has shown an ascendancy, culminating in an average of ninety-eight.

The sole object of the Sisters is to advance the cause of Catholic higher education by placing it within the reach of some whose financial means might preclude it. Similar scholarships are awarded by them at St. John's Academy, Indianapolis, and St. Joseph's Academy, Terre Haute.

Gibbons Prize Won by Boy.

The Cardinal Gibbons prize of twenty-five dollars, offered for the best composition on "Religious Toleration in Maryland during the Period of Anglican Church Supremacy," has been won by Elmer L. Fisher, a pupil of St. Patrick's high school, Washington, D. C. This prize was open for competition to college and high school students of the archdiocese of Baltimore, and the capture of the award by a high school boy was a noteworthy achievement. St. Pat-

rick's high school was taught last year by the Xaverian Brothers. Brother Bede, the director of the school, was one of the staff of Xaverians who in September, 1907, opened St. John's Preparatory College, Danvers, Mass., and was for the subsequent five years closely identified with the progress of that institution.

Catholic Pupils Win.

The Catholic Telegraph, Cincinnati, says: Some time ago the Cincinnati Chamber of Commerce announced that it would give five prizes of five dollars each to the pupils of the public and parochial schools who should write the best essays on the subject, "What I can and will do to make Cincinnati a bigger and better city."

One thousand five hundred and forty-six pupils entered the contest. The first place in the list of prize winners was awarded to a parochial school

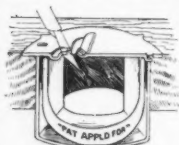
pupil. Another ten-dollar prize was won also by a parish school girl. Of the five-dollar prizes, five—one-half the total number offered—were awarded to children attending the parochial schools.

An Old Church.

When old Trinity Church, Washington, D. C., known as Trinity school, will be torn down (which is to take place shortly), the oldest ecclesiastical building and probably the oldest building in the District of Columbia, will be demolished. The old church, which stands on a site which overlooked the Potomac in the early days when its doors were open to worshippers, was erected in 1788, by Father Francis Neale.

No building in the District of Columbia has seen the history that old Trinity has seen. Georgetown College, which was founded in 1789, a

AMERICAN INK WELLS AND FILLER



Perfection



Peerless



No Spill



Beats All

All our wells give good satisfaction. We fit any desk opening. Price, 25c to \$1.00 per doz. Our filler is the best and simplest made. Simply press the plunger and ink flows in a stream or by drops as wanted. No dripping of ink. Delivered at 35c.

NOTICE.—We will deliver one Filler and one each of our Ink Wells as samples for 35c.

AMERICAN INK WELL COMPANY

117 E. 9th Street

WATERLOO, IOWA

MEDART'S OUTDOOR HOME GYMNASIUM

Provide healthy out-door amusement for your boys and girls. Make them strong and self-reliant. MEDART'S HOME GYMNASIUM will do this. Consists of horizontal Bar, See-Saw, Swing, Teeter Ladder and Summer Toboggan. Built of steel tubing; repair proof; costs little. Set up on surface of ground—no post holes. EVERY OUTFIT GUARANTEED. FREE illustrated book for children. Write for it and for illustrated catalog No. 10.

FRED MEDART MFG. CO.,
Gymnasium Outfitters
3307 DeKalb St., ST. LOUIS, MO.

Bradley's "Standard" Water Colors

In Pans
In Cakes
In Tubes

MILTON BRADLEY CO. SPRINGFIELD, MASS.

Kindergarten Supplies, complete outfit; Furniture, Gifts, Books, etc.
Construction Materials; Reed, Raphia, Weaving Yarns and all Hand Work materials. Embecco Crayons, 8 colors in a box.
Adhezo, the new "Stickit," sticks like glue; superior to library paste. Send for sample. Brown's Famous Pictures.
Bradley's New Tinted Drawing and Construction Papers; made in 20 beautiful colors. Send for sample book and prices. 100-page catalog free.

THOMAS CHARLES CO., N. W. Agents Milton Bradley Co.
207 N. Michigan Ave., Chicago
WESTERN AGENTS FOR THE NEW MONTESSORI MATERIAL

year after the erection of this church, still has some of its original buildings standing, but its founding is in part due to the pioneers who first broke ground for a church.

High School Teachers' Institute.

A lecture course on the various methods of presentation of science studies to advanced pupils was given during the month of July, at the Immaculate Conception Academy, Davenport, Ia., by the best instructors available. The attending classes were high school teachers of the Congregation of the Sisters of Charity of the Blessed Virgin Mary, whose Mother House is at Mt. Carmel, Dubuque, but whose parochial schools, high schools, academies and colleges are prominent educational centers in the middle west, and extending to Montana, Colorado and California.

Gives Convent Building.

A convent, given to Bishop Walsh and the diocese of Portland by General and Mrs. Edward deV. Morrell of Philadelphia, in honor of the tercentenary of the saying of the first Catholic mission Mass in Maine, was opened last month by three Sisters of Mercy, who arrived from Portland.

The gift consists of a large house and two adjoining lots of land. Instruction will be given to children coming from any part of Mount Desert Island.

Priests as Firemen.

Priests and Sisters of St. Joseph's Institute and St. Anne's Home, Techy, Ill., twenty miles northwest of Chicago, played heroic roles in a fire which attacked the large granary and stock barn of the institute recently. The building was ignited by a bolt of lightning, destroying the frame structure and spreading to two silos and other smaller buildings. The loss was estimated at \$70,000. Ninety old persons in St. Ann's home, where the Sisters have their quarters, were kept calm by the nuns, while about twenty-four priests and brothers, at Mass in the chapel, rushed to join in the fight against the flames.

Courthouse Becomes Convent.

The contractors have commenced work in repairing and putting in shape the former courthouse of the city of Pembina, N. D., which will be opened as a convent school the first Thursday of September by the missionary Oblate Nuns. The place will be incorporated under the name of "The Academy of Mary Immaculate, Pembina." The property has been purchased by the citizens and Commercial club of Pembina and donated to the Oblate Sisters.

Orphans Escape Fire.

One hundred and fifty small children, boys and girls, had narrow escapes when fire destroyed St. Mary's orphanage, Binghamton, N. Y., on August 15. Fire was discovered in the upper part of the brick building and while the firemen were being summoned those in charge of the home succeeded in getting all of the children out of the home and to places of safety.

Don't Fail to Examine the
Revised Editions of

FREDET'S MODERN HISTORY

KERNEY'S COMPENDIUM OF ANCIENT AND MODERN HISTORY

MURRAY'S ENGLISH GRAMMAR

By Prof. Chas. H. McCarthy
Catholic University of America
Washington, D. C.

New and Revised Edition of

JENKINS' BRITISH AND AMERICAN LITERATURE

IN PRESS

A New Re-written Edition of

MURRAY'S ENGLISH LITERATURE

By Prof. P. J. Lennox
Catholic University of America
Washington, D. C.

Write for Terms.

JOHN MURPHY CO.

BALTIMORE MD.

For brilliancy—smoothness
—and mixing qualities—

TALENS Water Colors

have received the unqualified approval of many leading Instructors and Supervisors of Drawing.

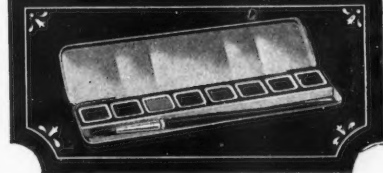
Especially designed for school use. Extremely economical to buy—to use. In cakes, half pans and tubes.

Drawing Supervisors—write for full particulars and prices. In writing, please mention whether you are interested in 4 color or 8 color box.

Write for Booklet E.

TALENS & SON, Irvington, N. J.

"Made in Holland"



MODERN BUSINESS ENGLISH

has just been adopted for exclusive use in the City of Chicago High Schools, displacing four other well-known texts. This evidence of the high esteem in which this book is held by prominent educators will be interesting to Catholic high school teachers, among whom **Modern Business English** has always been a favorite.

POWERS' SPELLER

for the grades, should receive the careful consideration of every Parochial school. This speller is in use in the public schools of the State of Montana, and in the public schools of the State of Utah, as well as in four of the five large Utah cities not under state control.

Every teaching Order should be familiar with our strong line of commercial and grade school publications. Let us have **your** correspondence. Do not order your commercial texts, for instance, until you have seen our **Lyons' Bookkeeping**, our **Manual of Munson Shorthand**, and our other strong commercial texts.

Lyons & Carnahan

CHICAGO, 623 S. Wabash Ave.

NEW YORK, 1133 Broadway

UNLETTERED TEACHERS.

The college graduate who cannot spell or solve the problems of everyday mathematics has been the favorite subject for moralists on our educational short-comings.

A chance discovery on the part of the committee on school inquiry in New York now promises to elevate the public school teachers of that city, and of others too, perhaps, to this unenviable position.

It seems that a probe into charges relating to delays in the payment of teachers' salaries brought to light some 500 letters written in complaint of the city paymaster.

These letters revealed the shocking truth that ten per cent of the writers could not spell the most ordinary words of the English language correctly and had no idea of the simplest grammatical construction.

Many of the writers transposed the "i" and "e" in believe. Several spelled "pay roll" as "pay rool" or "pay role." "Apporuvall" and "whent" were among the oddities.

One lecturer of the board of education wrote "dis-guided corrispondence" for "misguided correspondence," and probably meant "misdirected." His letter otherwise is a model of impossible English, unpunctuated, ungrammatical and altogether slovenly.

The letters in question were written within a period of thirty days and include teachers from all the elementary grades.

Prof. Edward C. Elliott, of the University of Wisconsin, who has made a survey of the New York school system, seeks to place the blame on the inadequacy of the examinations conducted by the board of examiners.

While it is probably true that this accounts for the presence of undesirables in the teaching corps, it does not account for the fact that men and women who must have had the requisite preliminary education should be so defective in the use of the English language.

That their knowledge of arithmetic is not much better was revealed by one feminine correspondent who had been unable to compute her earnings on the basis of \$3.50 a day for five and one-half days.

It is probable that the situation as to rudimentary knowledge among the New York teachers is exceptional, but unfortunately it is all too characteristic of the halting equipment in the fundamentals which distinguishes over-much of the product of our common schools.

CATHOLIC SISTERS AS EDUCATORS.

Time was when the enemies of Catholicity and of Christian education rang the changes upon the alleged incompetency of our Catholic Sisters as educators. In season and out, the claim was advanced with vespine insistence, that the Sisters were not qualified either by education or training for the vocation of teaching, and that the secular education of children committed to their care, was a result defective as well as being made secondary to religious teaching.

The day for these claims is past. The standing of the Catholic school teacher in this country today is second to none, and if one is to judge by results, is superior to any. In a recent edition we printed in our Washington news the figures of a remarkable function at the Catholic University, Washington, D. C., in which scores of Sisters of teaching orders took the highest degrees in every branch of higher education, honors which, until recent years were sought only by men.

Nor has this gratifying condition of affairs been confined to the Washington University. We note by our exchanges that at local examinations at colleges and universities throughout the country members of the teaching Sisterhood have won out with similar honors.

These teachers go out to their various charges qualified in every way to impart the soundest and most practical secular as well as moral education of the youth.

Another thought in this connection. Results, like actions speak louder than words, and the results of the splendid work being done by the Sisters in the higher education of girls, is to be seen in the large number of Catholic pupils successfully graduating from the Normal schools. In this connection it may not be out of place to add that the showing made by Catholic educational institutions generally, in the past year is something of

Course of Study

For Catholic Schools

A Handbook for Teachers. For Primary and Grammar Departments. Grades I-VIII.

The present Revised Course of Study for the Primary and Grammar Departments of the Parish Schools has been prepared by the Diocesan School Board (Philadelphia), for the purpose of establishing a definite system of grading, and of securing, as far as may be, uniformity in the methods of teaching, the several branches prescribed.

The book in its 248 pages includes the following subjects:

Christian Doctrine	History
English	Civil Government
Penmanship	Nature Study
Arithmetic	Vocal Music
Algebra	Gregorian Chant
Geography	Drawing
Elementary Science	

Cloth bound, fifty cents.

By mail, sixty cents.

American Ecclesiastical Review

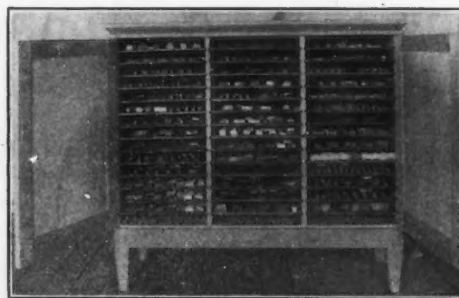
The Dolphin Press

1305 Arch Street

PHILADELPHIA, PA.

Not a Cabinet of Curios

But a Cabinet-Encyclopedia of Commercial and Natural Science



A Collection of Commercial and Natural Science Specimens from All Industries, with Full Authentic, Down-to-Date Information Attached. The Only Complete and Thoroughly Arranged Collection in the World.

COLLECTED AND COMPILED BY
Mr. W. E. DAVIS, Manager of

NATURAL SCIENCE COMPANY
CARTHAGE, MISSOURI, U. S. A.

which to be proud. Particularly is this so in the medical departments of our colleges. A recent issue of the Journal of American Medical Association gave facts and figures showing beyond doubt or cavil that the St. Louis University, in this respect, leads all the large institutions of the country, including Columbia, Harvard University of Pennsylvania, Johns Hopkins, Rush and others. Of the ninety-two on examination in St. Louis University there were but three failures, and the ninety graduates of 1910 were examined without a single failure.

These facts should greatly encourage the cause of Catholic education in the United States, a cause that is steadily and surely approaching the high water mark of success.—(The New World.)

CATHOLIC DEGREES CONFERRED ON SISTERS.

Teachers' College of the Catholic University of America is now in its third year. Forty-nine Sisters, representing sixteen different communities, were in residence during the last academic year. The students of Teachers' College were all Sisters who, through long years of teaching and of religious life, were thoroughly accustomed to regularity and work. The needs of their religious life were amply provided for by five chaplains, who said daily Mass in the several convents. Owing to the fact that the Sisters who attended the Teachers' College this year were mature women who had at other colleges and universities, accumulated large credits, the university was enabled to confer the Degree of Bachelor of Arts on twenty-three Sisters and the Degree of Master of Arts on twenty-four Sisters. Twenty-one hundred and seventy-six hours of college credits are required for the Bachelor's Degree. It will be seen that many of the candidates had much more than this on matriculating, but were required to do one year of residence work before the degree could be conferred. The following is a complete list of the candidates who received their degrees:

A. B.—Sister M. Madeline, Sister of Charity of the Incarnate Word, San Antonio, Texas; Sister James Aloysius, Sisters of Charity of the Incarnate Word; Sister M. Laurence, Sisters of St. Mary, Lockport, N. Y.; Sister M. Constance, Sisters of St. Mary, Lockport, N. Y.; Sister M. Beatrix, Sisters of St. Mary, Lockport, N. Y.; Sister St. Angela, Sisters of St. Mary, Lockport, N. Y.; Sister Vincent de Paul, Grey Nuns of the Cross, Buffalo, N. Y.; Sister M. Angela, Ursuline Sisters, Cleveland, O.; Sister M. Beatrice, Sisters of the Humility of Mary, Lowellville, O.; Sister M. Veronica, Benedictine Sisters, Brookland, D. C.; Sister M. Urban, Sisters of Charity of the B. V. M., Dubuque, Ia.; Sister M. Justitia, Sisters of Charity of the B. V. M., Dubuque, Ia.; Sister M. Rosa, Sisters of Mercy, Hartford, Conn.; Sister M. Consolata, Sisters of Mercy, Hartford, Conn.; Sister Mary, Sisters of Divine Providence, San Antonio, Tex.; Sister M. Calixta, Sisters of Divine Providence, Newport, Ky.; Sister M. Pius, Sisters of St. Joseph of Carondelet, St. Louis, Mo.; Sister M. Rosina, Sisters of St. Joseph of Carondelet, Troy, N. Y.; Sister Mary of Nazareth, Sisters of Joseph-Mary, Woonsocket, R. I.; Sister M. Louis, Sisters of St. Joseph, Wichita, Kan.; Sister M. Gregory, Sisters of St. Joseph, Wichita, Kan.; Sister M. Gerald, Sisters of St. Francis, Stella Niagara, N. Y.; Sister St. Ignatius, Congregation de Notre Dame, Montreal, Can.

A. M.—Sister M. Columkille, Sisters of Charity of the Incarnate Word, San Antonio, Tex.; Sister Mary of the Immaculate Conception, San Antonio, Tex.; Sister Agnes Xavier, Sisters of Providence, St. Mary-of-the-Woods, Ind.; Sister Eugenia Clare, Sisters of Providence, St. Mary-of-the-Woods, Ind.; Sister M. Teresita, Sisters of Providence, St. Mary-of-the-Woods, Ind.; Sister Aloysia Marie, Sisters of Loretto, Nerinx, Ky.; Sister Mary Borgia, Sisters of Loretto, Nerinx, Ky.; Sister Miriam, Sisters of Loretto, Nerinx, Ky.; Sister M. Angelique, Sisters of Divine Providence, San Antonio, Tex.; Sister Mary of Good Counsel, Sisters of Divine Providence, San Antonio, Tex.; Sister St. Romauld, Grey Nuns of the Cross, Buffalo, N. Y.; Sister Mary of the Visitation, Grey Nuns of the Cross, Plattsburgh, N. Y.; Sister St. Edgar, Grey Nuns of the Cross, Ogdensburgh, N. Y.; Sister M. Antonio, Sisters of Charity of the B. V. M., Dubuque, Ia.; Sister M. Josephina, Sisters of Charity of the B. V. M., Dubuque, Ia.; Sister Thomas Aquinas, Third Order of St. Dominic, Sinsinawa, Wis.; Sister M. Ruth, Third Order of St.

Isaac Pitman's Shorthand

Exclusively Used in the New York High Schools, and also in the Extension Teaching at Columbia University

Used in the Leading Catholic Institutions

Manhattan College, New York
St. Paul the Apostle School, New York
St. Ann's Academy, New York
Villa Maria Academy, New York
De La Salle Institute, New York
Grace Institute, New York
Franciscan Sisters, New York
St. Dominic's Academy, New York
St. John's College, Fordham, New York
St. Leonard's Academy, Brooklyn, N. Y.
St. John's College, Brooklyn, N. Y.
St. Thomas' Aquinas Academy, Brooklyn, N. Y.
St. Nicholas' School, Brooklyn, N. Y.
St. Aloysius' School, Brooklyn, N. Y.
St. Agnes Academic School, College Point, N. Y.
Holy Trinity High School, Chicago Ill.
St. Philip's High School, Chicago, Ill.
Young Men's Catholic Assoc., Boston
Assumption Academy, Utica, N. Y.
St. Mary's Academy, New Haven, Conn.
St. Ann's Commercial School, Fall River, Mass.
College of St. Elizabeth, Convent, N. J.
St. Vincent College, Beatty, Pa.
University of Notre Dame, Notre Dame, Ind.
La Salle Academy, Providence, R. I.
St. Joseph College, Cincinnati, Ohio
St. Edward's College, Austin, Texas
Holy Cross College, New Orleans, La.
Sacred Heart Academy, Watertown, Wis.
Mt. St. Mary's College, Emmitsburg, Md.
Cristobal College, C. Z., Panama
De La Salle Academy, Vedado, Cuba
St. Catherine's Academy, Belize, B. H., C. A.

WRITE FOR PARTICULARS OF AN ABSOLUTELY FREE MAIL COURSE FOR TEACHERS

ISAAC PITMAN & SONS

2 West 45th Street NEW YORK

Publishers of "Course in Isaac Pitman's Shorthand," \$1.50
"Taquigrafia Española de Isaac Pitman," 1.25

PRACTICAL COURSE IN TOUCH TYPEWRITING

Used in the New York High Schools and in the Extension Teaching at Columbia University

Adopted by the Following and Hundreds of other Catholic Institutions

Manhattan College, New York
St. Paul the Apostle School, New York
De La Salle Institute, New York
Grace Institute, New York
Classon Point Military Academy, New York
St. Ann's Academy, New York
Young Men's Catholic Assoc., Boston
University of Notre Dame, Notre Dame, Ind.
St. Leonard's Academy, Brooklyn, N. Y.
St. John's College, Brooklyn, N. Y.

THE REASON

"A Practical Course in Touch Typewriting" produces results because it is the most constructive system of typewriting ever devised. It follows the line of least resistance, so that the student becomes a skilful operator with a minimum amount of effort. It trains all the fingers all the time. The fingers are trained first on those keys over which they are naturally held when in their normal position. It is scientifically and pedagogically correct.

Eleventh Edition Revised. Price, 50c; Cloth, 75c.

Send for "Why the Isaac Pitman Shorthand is the Best."

ISAAC PITMAN & SONS

2 West 45th Street NEW YORK

Sixty Lessons in Business

The best business practice course for beginners.

Marshall's Business Speller

Send for Descriptive Circular No. 555.

Marshall's Business English

Send for Descriptive Circular No. 556.

Goodyear-Marshall Business Forms for the Writing Class

Send for Descriptive Circular No. 554.

Hundreds of Catholic schools use and recommend our books.

Write us your book needs. We can help you.

Address

Goodyear-Marshall Publishing Company

Cedar Rapids, Iowa

OPERETTAS and CANTATAS for SCHOOL ENTERTAINMENTS

Musical Recitation:—"When We Haven't Said Our Prayers," by Paul Bliss. Price 50c.

A short recitation—bright and humorous—suitable for young or old. A splendid encore.

"The Feast of the Red Corn"—an American Indian operetta for ladies, by Paul Bliss.

All Indian characters; simple and inexpensive stage setting; no orchestra necessary (piano and drums). Time of performance, about two hours. Price 75c.

"The Quest of the Pink Parasol"—operetta for children, by Clara Buckley Chew.

A pretty story, prettily told. Easily staged, inexpensive. Each book contains all directions necessary. Time of performance, about forty-five minutes. Price 50c.

"In India"—operetta for ladies in two acts, by Paul Bliss.

All oriental characters and costumes. The stage setting is not changed. The scenery is easily made or obtained. No orchestra necessary. Piano, gong and drums. Time of performance, about two hours. Price \$1.

"Three Springs"—Cantata for three-part chorus of women's voices, with soprano, mezzo-soprano and alto solos.

The story of three springs that rise high on the mountain-side under a willow tree. First in the "pool," then in the "brook," then down the "little falls," then out in the "river," then over the "great waterfall," and at last they are drawn up from the ocean by the sun and wafted back to their home. Price 60c.

"The Feast of the Little Lanterns": A Chinese Operetta for Ladies, by Paul Bliss.

Oriental costumes; inexpensive stage-setting; no orchestra necessary (piano, Chinese gong and tom-tom). Time of performance, about an hour and a half. Price 75c.

"The Land of Sometime": An Operetta for Children, by Grace S. Swenson.

The Operetta is intended to provide a background which will make a program of gymnastic exercises entertaining. Price 60c.

"Prince Charming" Or the Capture of the Queen of Hearts. A Comic Operetta in One Act, by Joseph Surdo.

A story connecting things of the present day with fairy stories and legends of old. A fascinating story for young people, and a source of real entertainment for adults. Price 75c.

"The Crowning of the Gypsy Queen": A Comic Operetta in Three Acts, with a Prologue. An Operetta for young people, replete with bright, catchy melodies, and possessing a well-sustained plot. Price \$1.00.

OUR CATALOGUE CONTAINS MANY HELPS TO THE TEACHER AND STUDENT. 32 COMPLETE CATALOGUES ON APPLICATION

WILLIS MUSIC CO.

C 11111 11

Dominic, Sinsiawa, Wis.; Sister M. Eva, Third Order of St. Dominic, Sinsinawa, Wis.; Sister M. Digna, Sisters of St. Benedict, St. Joseph, Minn.; Sister M. Jeannette, Sisters of St. Benedict, St. Joseph, Minn.; Sister M. Irma, Sisters of Mercy, Chicago, Ill.; Sister M. Catherine, Sisters of Mercy, Wilkes-Barre, Pa.; Sister M. Ligouri, Sisters of St. Francis, Stella Niagara, N. Y.; Sister M. Germaine, Sisters of the Immaculate Heart of Mary, Scranton, Pa.

A VIRILE "GERM."

An academy was opened in Bohemia, Maryland, in 1745 or 1746, and one of the entries in an old account book belonging to the schools read: "Jacky Carroll went to Marlborough, July 8." "Jacky Carroll" became the first Bishop of Baltimore. The school was of brief duration. We quote from the *Records of the American Catholic Historical Society of Philadelphia*:

This academy lasted only a short time for the laws against Catholic education and Catholic educators were so stringent during the greater part of the Maryland Colonial period that it was only at intervals, for brief spaces of time and by stealth, that the Jesuits, essentially a teaching order, and always most solicitous for the education of youth, were able to conduct a school. The historians and chroniclers of Georgetown College, and writers on Catholic education in the United States, are wont to refer to this academy of Bohemia as the predecessor of Georgetown College, or the "germ" from which was evolved the oldest academic institution, under Catholic direction, for young men, in the United States. The connection between the Bohemia school and the "Academy on the Potowmack" is that they were projected and conducted under Jesuit auspices; and that John Carroll, the founder of Georgetown was numbered among the pupils of Bohemia; he is the link, moral and personal, between Georgetown and the earlier school.

Father Thomas Pulton established the school at Bohemia. A curious coincidence in names is furnished by the fact that a century earlier, a few years after the settlement of St. Mary's, a Father Pulton wrote to the General of the Society, about the prospects of founding a college in the infant colony, and the General answered that he would be happy to entertain the hope of such a college. Had this hope been realized the American College would have vied with the oldest in the land, for the prestige of antiquity.

A Catholic collegiate or academic foundation was impossible under the laws of Maryland, which were expressly designed to prohibit and prevent it. Under such prohibitions of education at home the Catholic youth of the colony were forced to go to foreign lands for instruction in letters. Naturally St. Omer's was the college that they preferred, as it was conducted by English Jesuits, who furnished also the missionaries for the colonies.

CRAZY CRITICS.

From papers read at the conference of the N. E. A. at Los Angeles it appears that "15,000,000 of the 20,000,000 school children of the United States are diseased;" that less attention is given to them than to cattle; that many rural schoolhouses are "not as well kept as pig pens;" that "a cesspool of degeneration exists under the shade trees at Princeton," and more of the sort.

The educational muck-raker is the boss muck-raker of them all. What a diseased and degenerate race we are! What a nation of defectives and delinquents! What with the warnings of educators, eugenics, extremists, alienists, oculists and other censors and monitors who assemble in congresses, the conclusion is forced that everybody is either physically diseased or insane, that nobody can see, that nobody is fit for marriage, and generally that whatever is is as wrong as it possibly can be.

If only our midsummer mentors would season their reproofs with a saving moderation—if only they would not "exaggerate" so, using the word in the Lauterbach sense!

Making all allowance for the element of population which is not up to standard and whose lecturing, we are yet, speaking by large, the most moral, progressive and intelligent people the world has ever seen. Our great crop of reformers and moral regulators is of itself proof sufficient of the fact.

Where Rome had one Juvenal, in America the woods are full of them. They should realize the folly of over-emphasizing their reproof to a point where it may be taken as a joke.—New York World.

BISHOPS, CLERGY AND RELIGIOUS SUPERIORS IN ALL PARTS OF AMERICA HAVE RECOMMENDED THE JOURNAL.

What His Eminence Cardinal Falconio of Rome says of The Catholic School Journal:
"This magazine, so deservedly praised and so highly recommended by many Bishops of the United States, will certainly be of great advantage to our Catholic Schools."

Hundreds of progressive teachers have written testimonials similar to the following:

"The suggestions of The Journal are practical and spirited. We shall take pleasure in aiding it to the success it so well merits."—Sisters of Providence, St. Mary's, Ind.

"The teachers of our school derive much benefit from The Journal, and look forward to its coming each month with great interest."—Sister Margaret Mary, Holy Angels' School, Buffalo, N. Y.

"The Journal is live, interesting, up to date and certainly a most helpful magazine for Catholic teachers."—Rev. P. J. Sloan, Syracuse, N. Y. (author of catechetical texts).

"We desire to renew our subscription to your indispensable monthly, The Catholic School Journal."—Convent of Mary Immaculate, Key West, Fla.

"The Journal is a most excellent periodical for teachers. Wishing it the patronage which it so richly deserves, I am,"—Brother Michael, S. M. Immac. Conception School, Washington, D. C.

"We are delighted with The Journal, and would rather give up any of the other journals than yours. It is just what is wanted in the schools."—Sisters of Notre Dame, St. Vincent's, Philadelphia.

"All our teachers like The Catholic School Journal. Being essentially Catholic, it is far superior to all other school magazines."—Ven. Mother Martin, St. Joseph's School, Argyle, Minn.

"It is false economy for any school to deny itself the help of good educational periodicals. Among Catholic schools The Catholic School Journal should be the first choice."—Rev. J. S. C., New York.

"The Sisters are deriving constant benefit and much inspiration in their daily work from your excellent periodical."—Sisters of Charity, St. John's School, New Haven, Conn.

"Permit our congratulations to you for supplying a necessity to Catholic teachers."—St. Ann's Convent, Lachine, Canada.

"We are much pleased with The Catholic School Journal."—Holy Cross Convent, Brooklyn, N. Y.

"We find The Journal a real help and source of inspiration in our school work. Success to it."—Sisters of Mercy, Greenville, Miss.

"Your Journal is greatly appreciated. You are doing a good work. 'More power to you!'"—Rev. Robert Brown, Grand Rapids, Mich.

DICTIONARIES NEW AND WONDERFUL



LAIRD & LEE'S
**Webster's
New
Standard
Series**

More pages, illustrations, special features, new words, larger type, more substantially bound, better paper than any other series of dictionaries published in America or Europe

Encyclopedic Library Edition

All words spelled out in full, phonetically re-spelled and fully defined; transitive and intransitive verbs; degrees of adjectives; plurals of nouns; synonyms and antonyms embodied in text for convenience; etymologies; verbal distinctions, including homonyms. Educational features: 10 supplemental dictionaries, 1,430 pages, 2,000 text engravings, 25 full-page plates, 11 colored. Size, 7x9 1/4 ins. Bound in imported goat, marbled edges, patent thumb index enclosed in corrugated board carton, \$5.00

Encyclopedic School Edition

1269 pages, 1,700 engravings, 14 full-page black plates, 9 colored plates. Contains everything in ENCYCLOPEDIA LIBRARY EDITION EXCEPT two colored plates and supplemental dictionaries. Size, 7x9 1/4 inches. Three-quarter leather, marbled edges, thumb index. \$3.00

High School and Collegiate Edition

1,058 pages, 1,282 engravings. Etymologies, synonyms and antonyms. Abridged from ENCYCLOPEDIA LIBRARY EDITION. Size, 6x8 inches. Half leather, sprinkled edges, NOT indexed, \$1.50

Marbled edges, thumb index, \$1.75

Students' Common School Edition

760 pages, 840 engravings, 19 full-page plates. Etymologies, and derivations. Hemispheres in colors. Size, 5x7 inches. Extra (black) cloth, gold and blind stamped, 80c.

Extra cloth, marbled edges, thumb index, 90c

Intermediate School Edition

460 pages, 600 illustrations, 30,000 words; 6,000 synonyms. Dictionaries of grammar, rhetoric, elocution and prosody. Size, 4 1/2 x 6 1/4 inches. Abridged from STUDENTS' EDITION. Extra cloth (black), gold and blind stamped, 52c

Elementary School Edition

384 pages, 450 engravings. Size, 4 1/2 x 5 1/2 inches. Extra cloth (black), gold and blind stamped, 28c

Sold by all school supply houses and booksellers.
LAIRD & LEE, :: Publishers, :: CHICAGO

GOLD MEDAL CRAYONS FOR EVERY USE

"Staonal"

For Kindergarten,
Marking and
Checking

"Durel"

Pressed for Pastel
Effects



"Crayola"

For General Color
Work, Stenciling,
Arts and Crafts
24 Colors

"An-Du-Septic"

Dustless White and
Colored Chalks

Samples furnished
upon application

BINNEY & SMITH CO.

81-83 Fulton St.
NEW YORK

AGAINST CO-EDUCATIONAL SYSTEM.

A recent news item in the New York Sun has failed to elicit from that and many another secular journal such editorial comment as one might expect the item to provoke. The news is:

The authorities at the Horace Mann School of Teachers College, Columbia University, have decided to abandon co-education. For a long time this school has stood pre-eminent among co-educational institutions for young girls and boys, and the change came as a surprise; but the move has been decided upon only after careful consideration.

Careful consideration and occasional investigation of the conditions prevailing in the co-educational high schools of several states have revealed of late years a condition of affairs qualifiable, from a moral standpoint, only as abominable. Horace Mann, after whom the particular school in question is named, was the virtual father of the public school system of this country and the great advocate of the co-education of the sexes. The action taken at Columbia University is wise, and, we trust, significant of a wholesome change in the views of non-Catholic educationists. In this connection, some interest attaches to the following extract from the Catholic Times' recent interview of Father Bernard Vaughan:

"What do you think of the co-education which prevails in America?" asked our representative.

"Personally, I just hate it," replied Father Vaughan, with some bitterness, "because human nature being constituted as it is, I can not bring myself to believe that it is mentally or morally good for boys and girls to be brought up and taught in the same schoolroom. I am quite sure I should do my very best to stop any child friend of mine from going to a school where this system was in vogue. At best, it is a method to be tolerated under severe protest. If in itself it were a desirable system, the Church would have sanctioned it and adopted it as her pet system a thousand years ago."

Let us hope that in less than a thousand years—or a hundred—the whole world will be thoroughly convinced, as the authorities at Columbia have been, of the wisdom of discountenancing the system.—(Ave Maria.)

HOME LESSONS VALUABLE.

The Rev. Michael J. Larkin, associate superintendent of parish schools of New York, does not approve of banishing home lessons. While discussing the characteristics of pedagogy he took occasion to score the growing tendency of making learning too easy for the pupil, exacting from him the least possible effort. Father Larkin says truly:

It is found not only in the elementary school but in college as well. In the endeavor to make everything easy and pleasant, is there not a real danger of missing an important aim of education—the power to grapple with difficulties and master them? Is it the best method of forming a strong character and a firm will? In later life unpleasant tasks will be encountered; duties demanding strength and perseverance will have to be performed. Why not prepare our pupils now for those things as far as we may by teaching them the meaning of duty, work and self-reliance, and training them to feel the joy of meeting difficulties and triumphing over them? The custom, so familiar to all of us, of children preparing the next day's studies at home, is greatly on the decline, and in some cases pupils are even forbidden to take books home or to do any studying upon their own initiative out of school hours. This is partly made up for by study periods in school, but surely not entirely. The preparation at home of a reasonable number of school tasks gives the child healthy and valuable lessons of industry, and trains him, when school days are over, to utilize a good share of his free time for self-improvement.

By remitting subscription dues at the beginning of the school year subscribers show appreciation for The Journal in a very helpful manner, and also benefit by the rate of \$1 for advance payment as against \$1.50 which we now have to charge on accounts in arrears by reason of the new postal regulations. It is far better to get this matter out of the way now and have your receipt filed, than to have it come up for attention at the close of the school year when you are rushed with much extra work.

SAVE MONEY On Your Next Purchase of Scientific Apparatus and Laboratory Supplies

BY ORDERING FROM OUR NEW CATALOG ELEVEN

THIS illustrated and descriptive book contains our school prices on calipers, rulers, meter sticks, balances, weights, air pumps, rotators, color wheels, electric machines, batteries, dynamos, motors, galvanometers, beakers, flasks, thermometers, milk and cream testers, microscopes, magnifiers, dissecting instruments, etc., etc. Our large stock of finished apparatus and Supplies insures the prompt filling of your order. Our high grade, low-priced, guaranteed apparatus and supplies are being successfully used in over five thousand schools. Prove to your own satisfaction that you can secure good apparatus and supplies at reasonable prices by sending for our free Catalog Eleven today.

CHICAGO APPARATUS COMPANY

557-559 West Quincy St.

CHICAGO, ILLINOIS



The Business Course

STENOGRAPHY AND GOOD SPELLING.

Good spelling and intelligent punctuation are the accomplishments that keep many gray haired women drawing good salaries as stenographers in down town offices. The manager of a typewriter office from which are sent hundreds of stenographers makes no secret of the fact that good spellers are scarce.

"We had a customer come in the other day," said this manager, "who had evidently had a run of hard luck in the spelling line. He wanted a woman who could spell. 'No matter if she's cross-eyed and has a hunch on her back,' he said. 'If she can spell and write an intelligent letter.' While this was a rather extreme case it shows that employers are beginning to grow impatient over the careless spelling of today."

Another office sending out many stenographers has a series of test letters prepared especially with spelling catches for the unwary. Common words, famous as pitfalls for careless spellers, are strewn throughout these specimen letters. Fully half the applicants put an extra e in separate; in many cases the e before the last syllable in noticeable is missing, while the correct placing of the l's in the word parallel reduces many of the applicants to a state of discouragement.

"Good spelling is a pretty sure sign of mental alertness," said a business man with several offices and many stenographers. "I find that if one of our stenographers is naturally a good speller she is interested in the correct spelling and use of new words that come to her attention in reading or in dictation. Now as a matter of fact it is no small job to keep up with the spelling of the hundreds of new words that have been introduced into our language during the last few years."

"Our oldest stenographer and our best speller keeps on her desk a little book not more than an inch thick, but it has more first aids to poor spellers than anything I've ever seen. She doesn't use it much, but everybody else does."

EXERCISE FOR BOOKKEEPING STUDENTS.

Excellent drills, developing intelligence and versatility in the planning of sets of books and in determining what special columns may be used to advantage to meet the requirements of a particular business can be supplied by any teacher who will take the trouble to prepare descriptions of different conditions which are to be met and the very best place to find the material is to take a local concern and, after describing the nature of its business, the parties to its ownership and as much other detail as possible, ask the students to select and prepare the ruling for the books that would, in their judgment, best meet the conditions set forth. After each student has prepared his work the different plans suggested should be thoroughly discussed, both pro and con, and finally the best arrangement should be determined upon, of course under the general direction and suggestion of the teacher. A keen interest may be aroused in any class of bookkeeping students in this manner, and it is very profitable work.

Have you a receipt showing payment of your subscription for this school year? If not, make it a point to send in payment at an early date.

Progress Toward Standardization

You are vitally interested in these figures—they concern the real status of progress toward shorthand standardization.

An analysis of carefully collected data shows that shorthand is taught in the **HIGH SCHOOLS** of 1470 cities in the United States. Thirty-four systems or textbooks are used. The comparative standing of the five leading systems is as follows: Gregg Shorthand, 720 cities; Benn Pitman, 275; Graham, 91; Isaac Pitman, 88; Munson, 34. The remaining 29 systems are scattered among 262 cities. It will thus be seen that Gregg Shorthand is taught in the high schools of 232 more cities than all of the other four leading systems combined.

The predominance of Gregg Shorthand by states, as compared with the four other systems mentioned, is an interesting study.

In New York Gregg has 27 cities; Benn Pitman, 13; Isaac Pitman, 13; Graham, 2; Munson, 2. In California, 79 out of 125 cities, representing the five leading systems, teach Gregg. In Pennsylvania, Gregg is taught in 40 cities out of the 84; in Missouri, Gregg leads 3 to 1; in Wisconsin, Gregg leads its nearest competitor 7 to 1—leads by three times as many cities as the other systems combined.

In Illinois, Gregg has four times as many cities as the other four systems mentioned combined. In Maryland, Gregg has 32 out of the 33 cities; in Michigan, 35 out of 57; in Iowa, 29 out of 37. And so it goes on down the list of states.

Since many cities favorable to Gregg are tied up by contract for several years to one of the old-time systems, the foregoing figures are all the more significant.

The dominance of Gregg Shorthand in the private business schools has long been conceded, but it has not been so generally known that it also leads in the public schools. These high school figures show conclusively the leadership of Gregg Shorthand.

Gregg Shorthand leads in both public and private schools because it **yields the best results**. The same consideration will eventually compel its **universal adoption**. Why not standardize by adopting Gregg Shorthand now? We will gladly tell you how easily the change may be made.

The Gregg Publishing Company
New York Chicago San Francisco



Humor of the School Room

A teacher asked his pupils to write eight lines on the subject of "Mother." An average specimen contained the following: "Mother is good. Mother is always working. Mother smiles at me. Mother made my dress. Mother sings to the baby. Mother loves me. Mother gets up first. Mother prays." Next day the subject was "Father," and the lines most frequently written were: "Father is strong. Father brings home money. Father is cross. Father has a big appetite. Father scolds us. Father smokes his pipe. Father talks loud. Father swears." Only one child wrote: "Father plays with me."

Little John—Teacher, won't you please give me five cents for a poor man who's out in front crying.

Teacher—Yes, my son; here it is, and you are a good boy to think of it. Poor man! What is he crying about?

Little John—He's crying "Fresh roasted peanuts—five cents a bag."

"My grandpa lived to be awful old—he was almost a hundred!" boasted one small boy.

"Huh! My grandpa was older'n that!" said the other one.

"How old was your grandpa?"

"He aint dead yet—yah, yah!"

"But my grandpa, he died of old age."

"So did mine."

"Aw! You said your grandpa ain't dead!"

"He ain't. But he's had that twice already an' got over it!"

"Children," said the teacher, instructing the class in

composition, "you should not attempt any flights of fancy; simply be yourselves and write what is in you. Do not imitate any other person's writings nor draw inspiration from outside sources."

As a result of this advice one bright lad turned in the following: "We should not attempt any flights of fancy, but write what is in us. In me there is my stomach, lungs, hart, liver, two apples, one piece of pie, one stick of lemon candy and my dinner."

"Now, my little man," said a famous athlete pleasantly. I suppose your papa has told you about the day he and I played in a great football match?"

"Yes, sir," replied the bright child.

"Ah, that was a great day. I knew he would never forget it. Does he often speak of it?"

"Yes, sir. He says you borrowed \$5 from him that dav. and never paid it back."

"Now, children," said the great man, who had been asked to question the Sunday school, "with what did Samson arm himself to fight against the Philistines?"

None of the children could tell him.

"Oh, yes, you know!" he said, and to help them he tapped his jaw with one finger. "What is this?" he asked.

This jogged their memories, and the class cried in chorus: "The jawbone of an ass."

The teacher was addressing his pupils on the subjects of laziness and idleness.

He drew a terrible picture of the habitual loafer—the man who dislikes to work and who begs for all he gets.

"Now, John," said the teacher to a little boy who had been very inattentive during the lesson.

John was instantly on the alert.

"Tell me," continued the teacher, "who is the miserable individual who gets clothes, food and lodging, and yet does nothing in return?"

John's face brightened.

"Please, sir," said he, "the baby."

Are You Using Movable School Seats?

IF NOT, WHY NOT?



MODEL B.

The Many Satisfied Users Will Tell You They Are Well Worth Investigating.

The Moulthrop Movable and Adjustable School Chair has worked a revolution in hundreds of schools, increasing the seating capacity, the possibilities of group work and the efficiency and comfort of the pupils.

Drop us a card for particulars.

Ask about our new Model B now ready.

LANGSLOW, FOWLER CO.
ROCHESTER, NEW YORK

